

English for Starters 12

Activity Book

Simon Haines

٢٠١٤–٢٠١٥م
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تدقيق ومواءمة كتب اللغة الإنكليزية

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Contents

UNIT 1

The law

MODULE 1: World issues

Reading

1 Read the *International rules of law* text below and answer the following questions.

a How does the Geneva Convention help the victims of war?

....

....

b What is forbidden under the rules of the Geneva Convention?

....

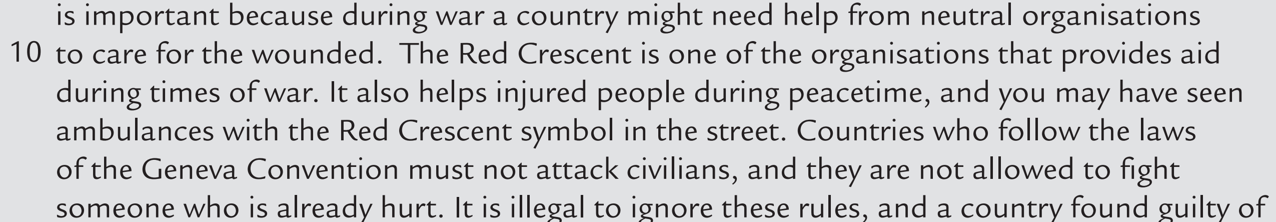
....

c What is the Red Crescent?

....

....

International rules of law



The Geneva Convention is a set of international laws that protect injured soldiers and civilians during war. The law makes sure that every person is treated well and with respect. The first treaty was written in 1864 but it is often changed due to different types of war. It was significantly updated in 1949 after World War Two.

Syria is one of 200 countries in the world that agrees to follow the laws of the Geneva Convention. The agreement is important because during war a country might need help from neutral organisations to care for the wounded. The Red Crescent is one of the organisations that provides aid during times of war. It also helps injured people during peacetime, and you may have seen ambulances with the Red Crescent symbol in the street. Countries who follow the laws of the Geneva Convention must not attack civilians, and they are not allowed to fight someone who is already hurt. It is illegal to ignore these rules, and a country found guilty of committing war crimes will be tried in a court of law and can be severely punished. All soldiers, civilians and prisoners may receive medical help from doctors and nurses. They can be taken to a hospital without being attacked. Food can also be given to people involved in a conflict. Under the Geneva Convention it does not matter what religion, gender or nationality a person is or what his political views are; if someone is sick he must be treated without prejudice.

Self-assessment

2 Read the article again and match each beginning **a-f** with one of the endings **1-6**.

a	international	1	very harshly
b	prejudice	2	people not in the army
c	treaty	3	used by a number of different countries
d	severely	4	help
e	civilians	5	a formal agreement
f	aid	6	negative attitude towards people who are different

3 Read the article again. Are these sentences True or False?

a The treaty was written in 1949.
b Around 200 countries, including Syria, have now signed the Geneva Convention.
c Countries that ignore the terms of the treaty are punished.
d If you are an injured soldier you will not be given aid.

Vocabulary

1 Match each of the words **a-d** with TWO of the meanings **1-8**.

a	case	1	noun – money paid as a punishment
		2	noun – the subject of a police investigation
b	court	3	verb – to signify
		4	noun – a place where people play tennis or squash
c	fine	5	noun – a container for carrying luggage or papers
		6	adjective – unkind / not generous
d	mean	7	adjective – high quality, good, e.g. weather
		8	noun – the place where a trial is held

2 Use one of the words in **1 a-d** twice in each of these sentences.

a The judge in charge of the .... carried all his documents in a black leather ....
b The .... heard that the crime had taken place on a tennis ....
c The .... weather made me feel happy, but my mood changed when the police officer gave me a .... for driving too fast.
d A What does this word .... ?
  B .... is the opposite of generous.

Refer to the Assessment tool for Module 1 on page 81 to assess your performance.

Grammar **Linking the past with the present** Grammar file page 83

1 Look at these illustrations **a-f**. What has just happened? What have these people been doing? Write two sentences for each illustration using the phrases given.

a. 

b. 

c. 

d. 

e. 

f.

a come out of the sea / swim with his friends
He's just come out of the sea. He's been swimming with his friends.

b go shopping / buy food for her family

....

c come out of the library / do research for a school project

....

d come off the football pitch / play football

....

e have family meal / celebrate Samer's graduation

....

f finish work / work since 8 o'clock this morning

....

2 Choose the correct verb form to complete these conversations. You may choose both.

a A What have you *(done / been doing)* since I last saw you?
  B I've *(passed / been passing)* my driving test and I've *(had / been having)* interviews for a university place.

b A Have you ever (*learnt to play / been learning to play)* a musical instrument?
  B Yes, I've *(started / been starting)* learning the mizmar, but I've only (*played / been playing)* for a few weeks.

c A Have you (*had / been having)* a holiday yet this year?
  B Yes, we've just (*come back / been coming back)* from Lattakia.

Self-assessment

 Expressing opinions in an essay

1 Read this student's essay and put the four paragraphs in the correct order.

a ....

Another result of people spending too much time at their computers is that their health suffers. Sitting for long periods of time can hurt your eyes, cause headaches, or damage your hands and arms. In some cases this means that people cannot do their jobs properly.



b ....

In my opinion, the main disadvantage is that people may spend so much time on their computers that they see less of their friends and family. Children who spend too long playing computer games may become unsociable and forget how to communicate normally with other people.

c ....

There is no doubt that computers are here to stay. Some jobs and many leisure activities would be impossible without them, but we should be aware of the possible dangers of spending too much time at our computers.

d ....

Today, more and more people in Syria are using computers for activities at home, at school or at work. Such is the demand that the government launched a scheme to allow Syrians to purchase them more easily. Many people are using computers for all sorts of things – writing letters, searching the Internet or just playing games. It is a great thing that Syria has embraced modern technology so successfully, but in this essay I am going to consider two disadvantages of computers.

2 What question was the essay writer answering? Choose A, B, C or D.

A *In what situations do you think computers are most useful?*

B *How have computers benefitted Syria?*

C *What problems or dangers are associated with using computers?*

D *From a child's point of view, what are the disadvantages of computers?*

3 Write an essay in answer to this question:

Do you think companies should allow their employees to use work computers for their own purposes?

Your reply should be 100–120 words. Use some of the phrases from the sample essay on page 7.

UNIT 2

Migration

MODULE 1: World issues

Reading

1 You are going to read an article about why animals migrate at certain times of the year. Which is the best definition of the verb *to migrate*?

- *move somewhere to find work*
- *sleep during the winter*
- *travel to live in a warmer place*

2 Read the article and answer these questions.

a Why do animals migrate? Why do others not migrate?

....

b Why do some animals migrate northwards in summer and southwards in winter?

....

c Do all animals make the same number of migrations every year?

....

d What do you think are the advantages and disadvantages of migration?

....

Animal Migration



When we talk about animal migration we mean the movement of an animal from the place where it has been living to a different place and the return journey to that animal's original home. Most animal migrations are recurrent events which happen at certain times of the year. Animals usually migrate to find food or to raise their young.

Incredibly, most migrating animals follow the same route every year and from generation to generation. Land animals may cross mountains or forge through rivers, while birds and insects travel extensive distances, sometimes across continents and oceans. Fish and other sea creatures may migrate halfway round the world. For example, the grey whale can travel as much as 20,000 kilometres.

Many animals migrate to northern regions during the northern summer because the long summer days mean that there is always plenty of food. In the autumn, when the weather gets colder, many animals migrate south to find food and warmer weather (the southern summer). Some animals migrate every year, doing the two journeys in one year, but others migrate only if they need to find food or for more temperate weather.

3 Read the article again. Are these statements True or False?

a Animal migration always involves returning the same season. ....
b Most animals migrate to escape from their enemies. ....
c Many animals migrate at the same time every year. ....
d Animals make the same journeys as their 'mothers' and 'fathers' did. ....
e Many animals migrate south in the summer. ....
f Finding food is rarely the main reason for a migration. ....

4 Match these words and phrases from the article with their meanings.

a temperate	1 first
b raise	2 advance steadily
c creature	3 very long
d extensive	4 occurring often or repeatedly
e original	5 having mild temperatures
f recurrent	6 bring up children
g forge	7 a living thing / animal

Self-assessment

Vocabulary

1 Answer these interview questions in words, using the information in brackets.
Example: How many students are there in your class? *(25)*

There are twenty-five students in my class.

a When was your school opened? *(1975)*

....

b What's the address of the school? *(17, 10th Avenue)*

....

c How many students go to your school? *(about 1,750)*

....

2 Now rewrite the underlined phrases in these sentences as numbers.
Example: My brother was born in two thousand and four. 2004

a I scored seventy-six percent in my English exam. ....
b There were two world wars in the twentieth century. ....
c The population of Egypt is about seventy-five million. ....
d There are a hundred centimes in one Algerian dinar. ....

3 Choose the correct words to complete these sentences.

a Some human activities are *(destroying / destruction)* the natural world.
b Unemployment is falling as more people find *(permanent / permanently)* work.
c Average *(earn / earnings)* are expected to double in the next ten years.
d It has been a *(disaster / disastrous)* year for the tea industry.
e Storms caused the *(destroyed / destruction)* of most of the crops.

Grammar Talking about past events Grammar file pages 83-84

1 Complete this story of a family who left England to live in Syria. Use the past simple or past perfect form of the verbs between parentheses. (Write two forms if they are both possible.)

In 1975 my family (1) .... (leave) England on an aeroplane. Five hours later we (2) .... (arrive) in Damascus, Syria. My mother (3) .... (be) worried about the plane journey because she is scared of flying. But there (4) .... (be) no turbulence and she (5) .... (sleep) through the trip.

In Syria my family (6) .... (live) in a lovely apartment, which was (7) .... (provide) by my father's new job. My father helped to run an engineering firm that (8) .... (build) bridges. We (9) .... (go) to an international school and (10) .... (attend) school with children from all over the world. At first, it (11) .... (be) difficult getting used to being away from home, but we all (12) .... (work) hard to fit in and the locals (13) .... (be) very friendly. In 1986, my family and I (14) .... (return) to England, but I (15) .... (love) my time in Syria. I (16) .... (learn) so much about an interesting culture and (17) .... (make) so many good friends.

2 Match a sentence from List A with another from List B, then complete the sentences with two verbs – one in the past simple and the other in the past perfect.

List A

a I *went* (go) to the doctor's this morning.
I had felt ill during the night. (List B 5)

b I _______ (dream) of visiting China for many years.
....

c My sister and her husband _______ (move) into a new flat at the weekend.
....

d My father _______ (retire) last year.
....

e I wasn't surprised that he _______ (fall) asleep at the wheel of his car.
....

f He _______ (look for) work for only two weeks.
....

List B

1 Before that they .... *(live)* with her husband's parents.
2 He .... *(drive)* nearly 1,000 kilometres without a break.
3 He .... *(work)* for the same company all his life.
4 Then yesterday he .... *(be offered)* two jobs.
5 I .... *(feel)* ill during the night.
6 Last year I .... *(spend)* two months there.



Describing a sequence of events in the past



Read this student's essay and put the sentences in the correct order.

A night to remember



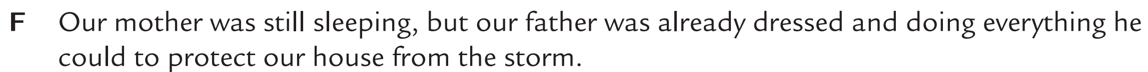
A Ten minutes later my bedroom window shattered with a terrible crash.

B Immediately, I leapt out of bed and rushed to my brothers' bedroom to check that Tareq and Hani were all right.

C I had gone to bed just after midnight and I was only half-asleep when the wind started blowing.

D Luckily, he had not been woken by the noise of the wind and rain.

E Next, Tareq and I went to check that our parents were okay. We knocked on their bedroom door.



F Our mother was still sleeping, but our father was already dressed and doing everything he could to protect our house from the storm.



G Our younger brother Hani was still sleeping peacefully.

H There was no reply, so we opened the door and went in.

I When I went into their bedroom, I found Tareq staring out of the window watching the storm.

2 Look at your complete version of the story and underline the words or phrases which helped you to work out the correct order. These may be:

- time or sequence words and phrases: *ten minutes later*
- pronouns: *he*

3 Choose something that actually happened to you or use your imagination to make up a story. Use some of the linking words and phrases that you found in the example story. Write 100–120 words.

Recycling resources

Reading

1 Before you read *Paper: new from old*, match these words and phrases with their meanings.

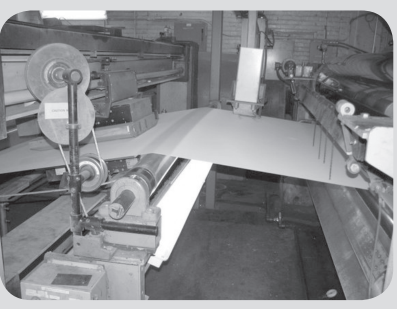
a cloth
b fibre
c rot
d sustainable
e wood pulp

1 a very small piece of paper, wood, cloth, etc.
2 wood after it has been crushed
3 a practice or product that can be used or re-used without causing damage to the environment
4 decay
5 material or fabric used to make clothes

2 Read the article to find out whether these statements are True or False. Correct the false statements.

a All paper is made from wood. ....
b Only paper can be recycled. ....
c Recycling paper saves trees. ....
d Most household waste is paper or cardboard. ....

Paper: new from old



The first paper was made from cloth nearly two thousand years ago in China. Although paper can be made from all kinds of materials, such as cotton fibres, grass or sugar cane, these days wood pulp is the material most commonly used to make 'new paper' – that is, paper which contains no old or recycled paper.

The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper. There is an increasing awareness in Syria of the need to recycle both paper and other materials. Paper-recycling containers can now be found in some parts of the country and some government agencies have begun paper recycling programmes. Also, there is greater education in schools about the need to take care of our environment.

Although we use wood pulp from trees to make new paper, it is not true that recycling paper saves trees. Trees are a commercially grown long-term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in other industries such as building and furniture making. Nearly all new paper is made from wood grown in sustainable forests.

Here are some of the facts related to producing recycled paper:

- A large proportion of household waste is paper or cardboard. About half of this is newspapers and magazines.
- For every tonne of paper used for recycling, we save 30,000 litres of water, 3,000—4,000 kwh of electricity and reduce air pollution.
- Recycling paper is less harmful to the environment than burying it in landfill sites. This is because paper that is buried in the ground rots and produces methane, which is a powerful greenhouse gas.

Despite our increasing dependence on information stored on computers, there will always be a demand for paper. In the interests of our environment, we have to make sure that we continue to recycle as much of it as possible.

3 Read the article again and complete these sentences with words or phrases from this list. There are two more terms than you need.

air pollution *environment* *greenhouse gas* *household waste* *materials* *sustainable forests*

a Grass and sugar cane are two of the .... that can be used to make paper.
b Trees used for making paper are grown in ...., where new trees are planted to replace ones which are cut down.
c About 50% of the paper and cardboard in .... is made up of newspapers and magazines.
d Burying paper in landfill sites does more damage to the .... than recycling it.

4 Complete these sentences with information from the article.

a The Chinese … ....
b Paper recycling containers … ....
c The building and furniture industries cannot … ....

5 Can you think of any reasons *not* to recycle?

....

....

Vocabulary

1 Complete these conversations with one of these colour adjectives. There are some words which you do not need, and others that you need to use twice.

black *blue* *brown* *green* *red* *white* *yellow*

a A Is that a letter you're reading?
B Yes, it's from an old friend. It came this morning – completely out of the ....
b A Have you heard? The government has given the .... light to the building of a new airport.
B I think it's just a rumour.
A No, it's in the newspaper. Look – it's here in .... and ....
c A Calm down.
B Sorry – someone accused me of being lazy and I just saw ....

2 Rewrite these sentences in your notebook using the three-part phrasal verbs in brackets.

a I can't wait for the summer holidays in Syria. *(look forward to)*
b Environmentalists are working hard to find new ways of saving energy. *(come up with)*
c If you want to improve your health, you should reduce the amount of sugar and fat you eat. *(cut down on)*
d My journey to work gets worse every day. I don't think I can stand it for much longer. *(put up with)*

Grammar **Talking about wishes** Grammar file page 84

1 Rewrite these sentences using the verb *wish* and the words in brackets. You can use *wish* + *would*, *wish* + *could* or *wish* + past simple.

a You waste too much paper. *(stop wasting paper)*
I wish you'd stop wasting paper.

b My brother spends many hours talking on the phone. *(not spend so many hours)*
....

c I'm very shy about talking in public. *(not so shy)*
....

d Newspapers and magazines contain too many adverts. *(not so many)*
....

e You eat too quickly. *(not eat so quickly)*
....

f I'm a very slow reader. *(not such a slow reader)*
....

g We don't spend much time together. *(spend more time)*
....

h The city centre is really busy this morning. *(not so busy)*
....

i He's lost his keys. *(find his keys)*
....

2 Write sentences to follow these beginnings using the verb *wish*.

a I'm not old enough to go to university.
I wish I were older.

b I'm not very good at maths.
....

c Hani speaks really quickly.
....

d I can't speak French.
....

e You're always losing things.
....

f We have to start work very early tomorrow morning.
....

g Going to the theatre is expensive.
....

Writing — Writing a report based on statistics

1 Look at the bar chart and answer these questions.

a What do the two shades of grey in the bar chart represent?

....

b Which materials were recycled the most and which were recycled the least?

....

c What was the general trend between 2009 and 2010?

....

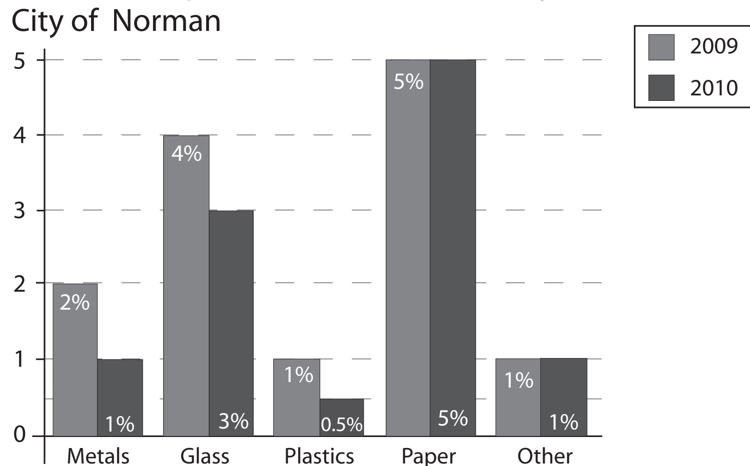
d What materials maintained the same level of recycling?

....

e Write a heading for each of the four paragraphs **A-D** of the report, with the following labels: **Introduction**, **Conclusion**, **Recommendations** and **Key facts**.

f Suggest a recommendation based on the information given in the chart, other than the one mentioned in the report.

....



A ....

This report studies the percentage of materials recycled in the city of Norman in the years 2009 and 2010.

B ....

- 2% of all metals were recycled in 2009 and 1% in 2010.
- 4% of glass was recycled in 2009 and 3% in 2010.
- 1% of plastics were recycled in 2009 and 0.5% in 2010.
- 5% of paper was recycled in 2009 and also in 2010.
- 1% of other materials were recycled in 2009 and also in 2010.

C ....

The figures show that the percentage of materials which were recycled has decreased in 2010. It's a bad sign, proving that people are losing their enthusiasm for recycling.

D ....

With reference to the figures in this bar chart, environmentalists should use awareness-raising campaigns in order to highlight the importance of recycling.

2 Write a report of 100–120 words, containing information shown in the bar chart you have been studying and from the answers you have given to exercise 1. Notice the following:

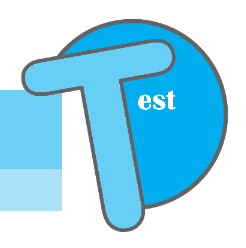
- The title of the report; the two sections: **Key facts** and **Conclusion**;
- The use of bullet points to separate the information under the **Key facts** heading;
- The use of figures and numbers.

You can use some of these words and phrases:

about approximately nearly just over just under a quarter a third half in general all age groups most age groups

....

Progress Test 1



MODULE 1: Test

Reading

1 Complete the article below with words from this list. Use each word only once.

after	are	can	do	in	like	of	than	their	to	used
where	which	with								

Who are the economic migrants?

In 2003, 410,000 non-British citizens came (1) .... live in the UK and 100,000 British people returned to their home country from Spain, Australia and other countries where they had gone to live or work. (2) .... the same period, 170,000 non-British citizens left the UK to live in other countries. 190,000 British people also left. This means a total increase (3) .... 150,000 in the British population, but (4) .... did all these immigrants come from and go to?

Many new arrivals (5) .... economic migrants – people who come because they can earn more money in Britain (6) .... in their own country. Traditionally, many of these migrants (7) .... to come from countries in Africa or Asia, but now growing numbers are from less developed countries in Eastern Europe such as Poland, Hungary or Russia. Many new migrants take low-paid jobs (8) .... British people do not want to (9) ...., like cleaning, picking fruit and vegetables, looking (10) .... old people or doing repetitive factory work. A minority come to work in well-paid jobs, for example as dentists or doctors. Many of these migrants do not intend to stay in Britain, and send some of (11) .... earnings home to their families. But even though they earn higher wages than they would in their own countries, most economic migrants (12) .... only afford to live a simple life. Some share accommodation (13) .... another migrant family.

British citizens who leave the UK to live abroad go mainly to countries with warmer climates and cheaper houses, countries (14) .... Spain, Greece, France or Turkey.

2 Read the article again. Choose the correct words or phrases in these sentences.

a In 2003, *(more / fewer)* people in total came to live in Britain than left Britain to live in other countries.
b *(More / Fewer)* British people arrived in Britain than left Britain.
c Economic migrants earn *(more / less)* money in their home countries than in Britain.
d More and more migrants are arriving from Eastern *(Europe / Africa)* and Asia.
e Most migrants who come to Britain do *(high-paid / low-paid)* work.

3 In your opinion, how can migrants benefit the society in which they live?

....

....

Grammar and Vocabulary

1 Choose the correct verb form to complete these sentences. (Sometimes both forms may be possible.)

Sofia (1) *(arrived / has arrived)* in England from Poland seven years ago. Since then she (2) *(worked / has worked)* as a primary school teacher. She (3) *(went / has been)* back to Poland several times to see her family, but she (4) *(never wanted / has never wanted)* to stay there. Two years ago she (5) *(got married / has got married)* to another teacher at her school, and the couple (6) *(recently had / have recently had)* a baby. When Sofia (7) *(first arrived / has first arrived)* in Britain, she (8) *(didn't imagine / hasn't imagined)* she would settle here. For the first year she (9) *(suffered / has suffered)* from culture shock and (10) *(wanted / has wanted)* to go home, but she (11) *(quickly learned / has quickly learned)* the language and (12) *(made / has made)* new friends. In the seven years Sofia has been in England, she (13) *(became / has become)* so used to the way of life that she really feels at home there.

2 Complete these conversations using the correct form of the verbs in brackets. Choose the present perfect simple or present perfect continuous. (Sometimes both forms may be possible.)

a A You look very pale. Are you feeling all right?
B I'm really tired. I .... (not sleep) very well recently.
A Do you mean you .... (wake up) very early?
B No, I .... (not sleep) at all for three nights.

b A .... (you speak) to Ibrahim recently?
B No, I .... (not see) him for over a week.
A Perhaps he .... (spend) all his time with his family.

c A I .... (think) about taking up tennis.
B So have I. .... (you play) it before?
A No, but I .... (watch) a lot of tennis on TV this summer.

3 Complete this story with verbs from the list below. Use one of these tenses: past simple, past continuous, present perfect or past perfect. Notice that some verbs are negative.

be	*bump* (x2)	*do*	*say*	*not see*	*take*	*think*	*walk*	*wonder*

I (1) .... through town the other day, when suddenly I (2) .... about my friend Tareq. I (3) .... him for several weeks and I (4) .... what he (5) .... I (6) .... out my mobile phone, when somebody (7) .... into me. "Sorry," I (8) .... The person who (9) .... into me (10) .... my friend Tareq!

4 Write sentences starting with *I wish* in response to these statements.

a I can't sing very well.

....

b I'm really tired this morning.

....

c My friend won't give me my CD back.

....

d It's too hot to go out today.

....

e I can't remember where I left the newspaper.

....

f Her music is too loud for me.

....

5 Choose the correct colour words in this text.

The authorities have just given the (1) *(blue / green)* light to the building of a new airport. The news has come out of the (2) *(black / blue)*, and shocked many villagers. The thought of a new airport near their homes has made many of them see (3) *(black / red)*. Unfortunately, the plans have already been prepared – I've seen them in (4) *(black / white)* and (5) *(black / white)*.

6 There is a word missing in each of these sentences. Rewrite the sentences, including the missing words.

a I'm so busy I find it very hard to keep up the news.

....

b There's nowhere to park in the city centre. The car parks usually run out spaces by 8 o'clock in the morning.

....

c They have been working very hard recently, so they're really looking forward their holidays.

....

d They live very close to the airport, and they're finding it very difficult to put up the noise.

....

e Everything was going very well until they came up an unexpected problem.

....



1 Write a letter to a local newspaper making recommendations which might help to solve ONE of these problems.

- There are very few public places in your town where people can go to keep fit.
- Very few tourists come to your town because they know nothing about it.

Follow this paragraph plan.

1 Begin the letter by briefly describing the problem you have chosen.
2 Make your main recommendation.
3 Make a second recommendation.
4 Conclude the letter by saying what you hope will happen next.

Write 100–120 words (in your notebook).

Learning log

1. Look at the outcomes on page 9 of the Students' Book.
How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a lecture and a description?	☐	☐	☐	☐	☐	☐
recalling past events?	☐	☐	☐	☐	☐	☐
talking about wishes?	☐	☐	☐	☐	☐	☐
writing a report based on statistics?	☐	☐	☐	☐	☐	☐
scanning for specific information?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing an essay?	☐	☐	☐	☐	☐	☐

2. Was the reading in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?...

3. Was the listening in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?...

4. Was the writing in this module
easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
....

5. Was the vocabulary in this module
easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?.........................
....

6. Was the grammar in this module
easy? ☐ difficult? ☐

7. Write your result from your Progress Test
....
What did you do well in?.........................
....
What do you need to revise?..............
....

UNIT 4

The Earth at risk

MODULE 2: Natural world

Reading

1 As you read the article about South American rainforests, find the answers to these questions.

a How many different groups of people live in the South American rainforests?

....

b What are most soya beans used for?

....

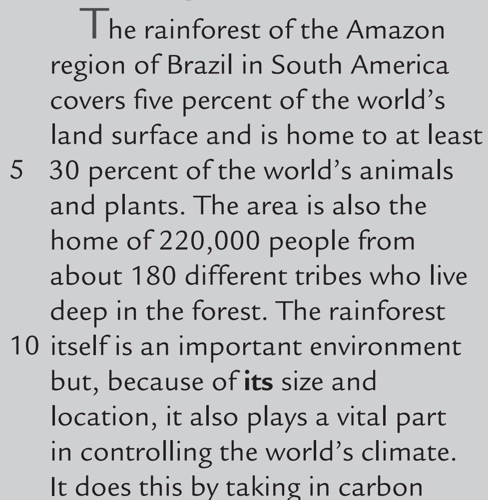
c Why are the rainforests being destroyed? (Four reasons are given.)

....

....

....

Feeding chickens is destroying the climate



The rainforest of the Amazon region of Brazil in South America covers five percent of the world's land surface and is home to at least 30 percent of the world's animals and plants. The area is also the home of 220,000 people from about 180 different tribes who live deep in the forest. The rainforest itself is an important environment but, because of **its** size and location, it also plays a vital part in controlling the world's climate. It does this by taking in carbon dioxide and releasing oxygen.

Recently, however, large areas of the Amazon rainforest have been cut down to make more land for farmers. In the last three years, for example, 70,000 square kilometres have been destroyed – **this** is the same as six football pitches every minute. Much of this destruction, which leaves the land dry and dusty, is illegal.

Farmers use most of the new land to grow soya beans, which they export to other parts of the world to be used as animal food. Millions of chickens in western European countries are fed on South American soya beans. Increasingly, some soya beans are also being turned into food for human consumption; many vegetarian foods are based on soya beans.

Other areas of the rainforest are cleared by ranchers who use the land for their cattle, by loggers who sell the valuable tropical hardwood from the trees they cut down, or by oil companies who are trying to find more oil. These activities help to improve the economy of the region, but at the expense of the future of the global environment.

In addition to destroying ancient forests and changing the world's climate, deforestation is having a devastating effect on native populations who are dependent on the rainforest for everything **they** need, from food and tools to medicines and shelter.

2 Read the article again and match each beginning **a-d** with one of the endings **1-5**. There is one more ending than you need.

a Nearly a third of the world's animals and plants ...
b The rainforest has an important influence on ...
c Extra farming land is created when ...
d Vegetarians, as well as animals, ...

1 ... areas of the rainforest are cut down.
2 ... are found in the Amazon rainforest.
3 ... consume soya beans.
4 ... use the land for their cattle.
5 ... the Earth's climate.

3 Answer these questions with information from the article.

a Who lives deep in the forest? ....
b What is illegal? ....
c What is used as animal food? ....
d Who grows soya beans? ....
e Who uses cleared land for cattle? ....

4 In what other ways can human activity destroy the climate?

....

5 Match these words from the article with their meanings.

a consumption
b devastating
c export
d global
e illegal
f tool

1 affecting the whole world
2 the eating or drinking of something
3 a piece of equipment for doing a particular job
4 very destructive
5 against the law
6 send something for sale in another country

Vocabulary

Self-assessment

1 Choose the best word to complete these sentences.

a A country where the sun always shines has a dry *(climate / weather)*.
b You feel cold when the temperature is *(high / low)*.
c When there is no wind, we say the weather is *(calm / stormy)*.
d Farmers listen to the *(climate / weather)* forecast to decide when to harvest their crops.

2 Complete these sentences with the correct form of the verbs in the list.

mishear reorganise misuse redo

a I'm sorry, I .... you. I thought you said you'd prefer tea.
b I did my homework too quickly, so the teacher asked me to .... it.
c As we have some new employees, we will have to .... our office.
d If you .... the equipment, it will not work properly.

Grammar Explanations and results Grammar file pages 84-85

1 Complete these sentences using one of the words or phrases from the list. More than one answer may be possible.

because *in order to* *so that* *to* *with the result that*

a The Amazon rainforest has an important effect on the climate of the world .... it covers such a large area.
b Large areas of forest have been cut down, ... the soil is now dry and dusty.
c The rainforest has been cut down .... make more farmland.
d Farmers need more land .... they can grow more soya beans.
e Loggers cut down trees .... sell the wood.

2 Answer these questions using the words in brackets and one of these words or phrases:

because *in order to* *so that* *to*

a Why didn't Fadia go to school yesterday? (*feel ill*)

....

b Why did you go to the post office? (*buy stamps*)

....

c Why did Ahmad go to the airport? (*meet his brother, Khaled*)

....

d Why do people write things in their diaries? (*not forget important things*)

....

e Why was Omar's letter so difficult to read? (*write very quickly*)

....

3 What do the words in bold in the text on page 23 refer to:

a *its* (line 11) ....
b *this* (line 21) ....
c *they* (line 53) ....

Writing Describing photographs

1 Match descriptions 1 and 2 with the correct photos **A-C**.

1 In the middle of this photograph, there is a small tree. In the background on the right, there is a row of much taller trees. On the left are some other trees, with a wooden fence in front of them. The sky is cloudy. It looks like it might rain.

2 In the foreground of this photograph you can see a tall tree surrounded by short grass. Obviously, it is summer because there are leaves on the tree and it is a warm sunny day. There are several other smaller trees in the picture. The tree could be in a residential area, because there are buildings behind the tree.



2 Read the descriptions again and make lists of words or phrases under these headings:

a Position – *in front of*, ...

....

b Adjectives – *tall* ....

....

c Weather – *cloudy* ....

....

3 Write a description of this photograph using position words, adjectives and weather words. Write 60-75 words.



....

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A world of plants

MODULE 2: Natural world

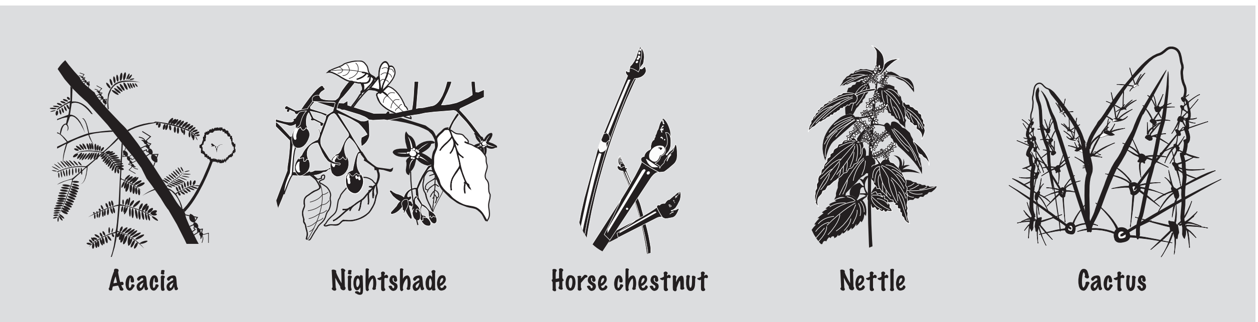
Reading

1 Before you read the article below, match these words and phrases with their meanings.

a	seed	1	a sharp pointed part that grows on a plant, e.g. a rose
b	thorn	2	the main part or large stem of a tree
c	trunk	3	a small, hard part of a plant from which a new plant can grow

2 Read the article and choose the most suitable title.

a How plants kill their enemies
b How plants protect themselves from their enemies
c How plants attack insects



It may seem very strange, but plants are always in danger from animals which want to feed on them. If this happens, the plant can be damaged or even killed. So, because their roots, trunks, leaves, flowers, fruits and seeds are under constant attack from mammals, insects or birds, plants have developed ways of protecting themselves from these enemies. Here are some of the ways plants stop animals from attacking and eating them.

Sharp thorns and stings

Some plants which grow in dry climates, for example cactuses, store large quantities of water in their stems. To protect themselves, they have sharp thorns. Animals will hurt themselves if they try to get to the water from these plants. Other plants, like stinging nettles, can 'inject' painful or irritating substances into their enemies by means of the sharp hairs on their leaves.

Poison

There are many plants which protect themselves by poisoning their enemies. In some cases the poison they contain is so powerful that it can kill any living thing which touches or eats them. The poison can be in the leaves, the seeds or berries, or in other parts of the plant.

Insects

Some acacia trees in hot African countries are protected by ants which live permanently on their branches. If an animal starts to eat the tree's leaves, the ants attack it.

Sticky gum

Some plants, such as horse chestnut trees, are covered with a sticky substance, like wet paint, which can prevent insects from eating them. Sometimes this substance is so strong that insects' feet or wings get stuck and they cannot escape.

3 Read the article again and answer these questions.

a Why do plants need to protect themselves?

....

b Which part of a nettle can hurt enemies?

....

c Where can the poison be found in plants?

....

d Why do plants need to protect themselves against insects?

....

e Which plant is protected by a kind of insect?

....

4 Answer these questions about two of the adjectives from the article.

a Which of these is **not** *sharp*?
a cactus thorn   a banana   a kitchen knife   broken glass   a cat's tooth

b Which of these is **not** *sticky*?
chewing gum   sugary food   water   wet paint   glue

5 a In what other ways do you think that plants and animals protect themselves against attack?

....

b Why do you think some plants attract insects or other animals?

....

Vocabulary

1 Choose the correct phrases to complete these sentences.

a Aubergines grow *(on plants / under the ground)*.

....

b Tea grows *(on trees / on bushes)*.

....

c Dates grow *(on the ground / on trees)*.

....

d Potatoes grow *(on the ground / under the ground)*.

....

2 Complete these sentences with similar information to that given in exercise 1.

a Turnips and sweet potatoes ....
b Olives and lemons ....
c Lentils ....

3 Complete these sentences with the correct preposition.

a Cactuses depend .... their thorns to protect them.
b The acacia tree is famous .... being protected by ants. This makes it different .... most ordinary plants.
c I've always been interested .... plants and trees, but I'm not keen .... insects.
d My *Encyclopaedia of Nature* is full .... interesting facts about plants.

Self-assessment

 **Explaining possibilities** Grammar file page 85

 Write sentences to explain these situations, using the words in brackets in your answers.

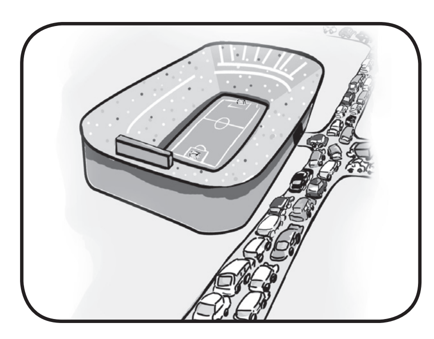
a The phone is ringing – it's probably your brother. He usually rings at this time. (*It might* ...)
It might be my brother. He usually rings at this time.

b Someone's ringing your doorbell. You're sure it's the postman – he always comes at this time. (*It must* ...)

....

c There's an important football match in your town tonight. You think the roads will probably be very busy. (*The roads might* ...)

....



d Your friend said she would phone you, but she hasn't. You are sure she has not forgotten. (*She can't* ...)

....

e Someone waves to you from a car. It looks like your friend's father's car. (*It might* ...)

....

f Your sister has worked very hard. You feel sure that she has got good grades in her exams. (*She must* ...)

....

g You hear a car approaching, but you know it isn't your uncle's car because it doesn't sound the same. (*It can't* ...)

....

h A new building is going up in your neighbourhood. You think it is probably a school. (*They might* ...)

....

2 Write sentences which explain the following situations. Include the words given and a modal verb in your explanations.

a Faisal's car lights were on all night. (*Faisal / forget / switch off*)
Faisal must have forgotten to switch the lights off.

b Ahmad's looking at the engine of his car. (*break down*)

....

c Khaled has a very good English accent. (*live / English family*)

....

d Tareq wants to be a teacher when he graduates from university. (*very interested in / education*)

....

e Ali has just drunk two litres of water. (*thirsty*)

....



Writing an informal letter describing a visit

1 Read this beginning of a letter from Donald to his friend Mike.

a What did Donald enjoy most about his visit?

....

b Why was Donald disappointed at the end of the day?

....



Dear Mike,

We're really enjoying our holiday in Lattakia. Yesterday we went swimming in the Mediterranean. It was the first time I had swum in the sea and it was really exciting! There are hundreds of species of fish and plants. We spotted some really colourful fish. We swam close to them and took photos with our underwater camera. This was the best moment of my trip. I'll show you the photos when I get home.

Near Lattakia there is a shipwreck. We swam over the wrecked boat and we saw many sea creatures swimming around it; it was one of the most interesting things I've ever seen! We wore wetsuits, which I found a little uncomfortable, although they meant we didn't feel the cold at all.

We visited the nesting site of the green sea turtles that come to the shore in Lattakia to lay their eggs. Turtles are very rare in this part of the world so we had to be really quiet so we didn't disturb them! Unfortunately the day was too short, and there was so much more to see. We're leaving tomorrow, but if we come to Syria again, I'm going to go back to Lattakia.

We've done lots of other things. The day after we arrived, we ...

2 Read the letter again and find:

a five facts about Lattakia.

....

b five opinions or feelings expressed by the writer.

....

c examples of contracted verb forms.

....

3 Write your own letter to a friend, describing an interesting place you have visited.

a Choose a place visitors to your country might find interesting.
b Include your opinions and feelings as well as facts about the place.
c Say what you enjoyed most about your visit, and mention any problems or difficulties you had.
d Write in informal English. Use some contracted verb forms.
Examples: *I've never been there before / I'm sure you'd really enjoy it there.*
e Write 100–120 words.

Refer to the Assessment tool for Module 2 on page 81 to assess your performance.



Under threat

MODULE 2: Natural world

Reading

1 Read the article about animal habitats and find the answers to these questions.

a Which of the three types of animals described in the article has the most different species?

....

b What is special about kangaroos and similar animals?

....

c Think of another animal that is special in some way. What makes it special?

....

Animals and their habitats

Animals live everywhere on Earth, in every terrain and in all climates. The place where an animal lives is called its *habitat* and most animals can only survive in one or two different habitats. For example, whales are sea creatures and cannot live in fresh water; lizards live in hot climates and would die if they were moved to the Arctic. Some animals migrate between two habitats at different times of the year. In this article, you will find out about two animals which can live in different habitats, and one which has adapted to a particular environment.

Penguins

There are seventeen different species of penguins, including the famous Emperor penguins and the common Chinstrap penguins. All of these live in the southern hemisphere – many in Antarctica around the South Pole. But some live in warmer places, for example on the coasts of South America, Africa, Australia, and the Galapagos Islands. Many of the 13 million Chinstrap penguins live on large icebergs in the open ocean.

Kangaroos

Kangaroos and their close relatives, wallabies, are only found naturally in Australia and Papua New Guinea. Like wombats and koala bears, kangaroos are marsupials, which means that when young are born they are carried by their mothers in a pouch. There are forty-five species of kangaroos and wallabies and they live in every kind of habitat, from open plains to forests and rocky deserts. Tree kangaroos live in remote and mountainous forest regions and have adapted to life in trees. Unlike other kangaroos, they cannot move very fast on the ground.

Jerboas

The jerboa lives all over Asia and Northern Africa. This animal lives in hot desert climates and is common in the Syrian Desert. There are 25 different species of jerboa and they are specially adapted to live in extremely dry climates. They have very short front legs and long back legs which enable them to hop quickly over the ground to escape predators. They are nocturnal animals, which means they sleep during the day.

2 Read the article again and answer these questions.

a How are penguins and kangaroos different from many other animals?

....

b What do all penguins have in common?

....

c In what ways have jerboas adapted to their environment?

....

d What kind of climate do jerboas live in?

....

e Define a marsupial.

....

3 Match these words from the article with their meanings.

a adapt	1 one half of the Earth – southern or northern
b hemisphere	2 the place or conditions where animals live
c environment	3 far from civilisation or populated areas
d iceberg	4 bag or pocket of skin
e plain	5 type of landscape
f pouch	6 change to be better suited to a situation
g remote	7 large area of flat land, usually without trees
h terrain	8 large block of ice that floats in the sea

Vocabulary

1 Answer the questions **a–e** with words from this list. You will need to use some of the words more than once.

birds mammals reptiles

a Which group of animals feed their young with milk? ....

b Which two groups of animals lay eggs? ...., ...

c Which group of animals have dry skin and cold blood? ....

d Which group of animals can fly? ....

e Which two groups of animals have warm blood? ...., ...

2 What do these groups of animals have in common? Start your answers like this:

They can all ... They are all ... They all have ...

a bat eagle owl ....

b snake parrot turtle ....

c mouse bat camel ....

d lizard turtle snake ....

e vulture rabbit eagle ....

3 What is your favourite wild animal? Give reasons for your answer. Describe its habitat.

....

Grammar Talking about processes Grammar file pages 85-86

1 Complete these sentences with the present passive form of the verbs in brackets.

a Birds' nests .... (*often build*) at the top of trees where the eggs will be safe.
b Many nests .... (*make*) from grass, twigs or feathers.
c In some countries, the nests of rare birds .... (*protect*) by law.
d If the nests of rare birds .... (*damage*), or their eggs .... (*steal*), the people who do the damage have to pay a large fine.

Self-assessment

2 Rewrite these sentences, changing the verbs in italics from the active to the passive or from the passive to the active.

a Throughout history people *have hunted* elephants for their tusks.
Throughout history elephants have been hunted for their tusks.
b Elephants *have been prevented* from migrating to find food and water.
....
c People *have turned* their natural habitats into farmland or building land.
....
d Elephants *have changed* the natural environment.
....
e Elephants *make paths* through the areas where they live and other animals *have used* these.
....

3 Complete this article about tree kangaroos with the correct form of the verbs in brackets. The verbs may be active or passive and may be in the simple, continuous or perfect forms.



Tree kangaroos, which (1) *are found* (*find*) only in the rainforests of Australia and West Papua, are in danger of becoming extinct for two main reasons. Firstly, they (2) .... (*hunt*) for their meat and fur, and secondly their natural habitat (3) .... (*destroy*) by human activities such as mining and farming. For several years, the Tree Kangaroo Conservation Programme (4) .... (*work*) hard to protect a particular species, Matschie's tree kangaroo, which (5) .... (*live*) only on the northeast coast of Papua New Guinea. As part of their work, special protected wildlife areas (6) .... (*create*) by the organisation, and the people who live here (7) .... (*teach*) how to protect tree kangaroos and other rare animals in their region.

Writing Essays: presenting both sides of an argument

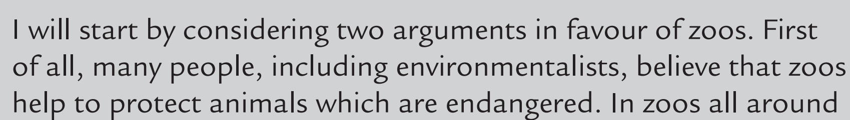


1 Read this essay on the pros and cons of keeping animals in zoos. Is the writer of the essay for or against zoos? What is your own opinion? Why?

The arguments for and against zoos



Zoos exist all over the world because people want to see animals that they cannot see in their own country. They have always been popular, especially with children. However, some people believe that they are unnatural habitats and that keeping animals in zoos is cruel. In this essay, I will discuss some of the arguments for and against zoos.



I will start by considering two arguments in favour of zoos. First of all, many people, including environmentalists, believe that zoos help to protect animals which are endangered. In zoos all around the world, rare animals are bred so they increase in number and are saved from extinction. In China, numbers of the endangered giant panda have begun to increase following successful breeding in zoos. Eventually animals can be set free to live in the wild again. Secondly, zoos are educational. People who visit zoos can observe unusual animals up close and learn about their behaviour.

I will now move on to the arguments against zoos. The main objection to zoos is that it is unnatural for wild animals to be kept in captivity. They often have to live in small cages where they cannot move about freely. Another argument against zoos is that they may be located in places where the climate is very different from the climate of the animal's country of origin.

Personally, I do not have strong feelings about zoos. I believe that they can help to protect and preserve endangered species, but I also think that it is wrong to force animals to live in unnatural conditions simply so that curious human beings can stare at them.

2 Read the essay again and make a note of the phrases the writer uses to structure the essay and to present his or her ideas.

Example: *In this essay, I will consider the arguments for and against zoos.*

....

....

3 The essay is written in quite formal language. Match these formal words and phrases from the essay with their meanings.

a consider	1 see / watch
b in favour of	2 placed / situated
c observe	3 place where something (an animal) is from
d objection	4 for / on the side of
e keep in captivity	5 argument against
f located	6 examine and discuss
g country of origin	7 prevent from escaping

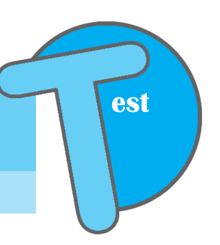
4 Write your essay in 100-120 words, including arguments for and against. Choose one of these titles:

The arguments for and against protecting wild animals
The arguments for and against keeping household pets
The arguments for and against eating meat

Follow this paragraph plan:

1 Introduction outlining the issues
2 Arguments for
3 Arguments against
4 Conclusion, including your own ideas

Use the same or similar expressions to structure your essay and to express your ideas as the writer of the essay on page 36. Refer to the list you made in exercise 2.



Progress Test 2

Reading

1 Complete the article below with words from this list. Use each word only once.

be because been for from if is of on this to too

Greenhouse gases: good or bad?

We usually think that greenhouse gases are harmful, but without these gases the climate of the Earth would be like the climate of Mars: (1) .... cold for human beings to survive. Greenhouse gases, which include carbon dioxide and methane, keep the heat of the sun in and prevent our planet (2) .... freezing.

However, (3) .... the last 200 years people have (4) .... using enormous quantities of fossil fuels like coal, gas and oil. When these fuels are burnt, they produce large amounts of carbon dioxide and (5) .... keeps more of the sun's heat in.

The result is that the temperature of the Earth (6) .... rising year by year. This is leading (7) .... more extreme weather: high winds and heavy rain, which produce storms and floods.

The problem is made worse by the fact that we are destroying the world's rainforests. Trees naturally consume carbon dioxide, but (8) .... there are fewer trees, more carbon dioxide is released into the atmosphere.

Because (9) .... the increase in the Earth's temperature, the ice at the north and south poles is melting, and this is causing sea levels to rise. Eventually, many areas of land which are now (10) .... the coast will (11) .... flooded.

Leading scientists are warning that (12) .... the authorities don't introduce new laws to reduce greenhouse gas increases now, the results could be disastrous for life on Earth.

2 Read the article again. Are these statements True or False?

a Without greenhouse gases human beings couldn't live on Earth. ....
b Human beings have been using fossil fuels for more than two hundred years. ....
c The temperature of the Earth is increasing because the sun is getting hotter. ....
d Flooding is an example of extreme weather. ....
e Trees and forests produce greenhouse gases like carbon dioxide. ....
f Sea levels will rise if the ice at the poles melts. ....
g Scientists want every individual on Earth to take immediate action. ....

3 What is a greenhouse? Explain why 'greenhouse gases' have been given this name.

....

....

Grammar and Vocabulary

1 Complete sentences **a-g** with one of these words or phrases. You will need to use some of them twice.

because in order to so that in order not to

a In the future, sea levels will rise .... the polar ice is melting.
b People are cutting down forests .... have more land for growing food.
c Many people recycle their rubbish .... use up the world's resources.
d Scientists are trying to produce new fuels .... people can continue to use their cars without damaging the environment.
e Some people are moving out of their homes on the coast .... escape future floods.
f We should stop burning coal and oil .... cause more global warming.
g Scientists are worried about climate change .... it is a threat to life on Earth.

2 Choose the correct modal verb in these conversations.

a **A** Did you speak to Mahmoud this morning? He said he was going to phone you.
B He *(can't have phoned / must have phoned)* me this morning. I was at home and I would have heard the telephone.

b **A** When are you next in town?
B I *(may be / must be)* coming next month. If I do, I'll let you know.

c **A** I've looked everywhere for the letter I wrote to my uncle.
B Don't worry – if it's not here, you *(can't have posted / must have posted* it*)*.

d **A** You *(might be / must be)* exhausted. You've been working very hard recently.
B I'm all right, thanks.

e **A** I've tried to contact Alia, but she isn't at home.
B You never know – she *(might have forgotten / can't have forgotten)* the meeting.

3 Complete these sentences about the city of Damascus using the active or passive forms of the verbs in brackets. Verbs may be present or past.

a Damascus .... (located) in the south-west of Syria, near the Anti-Lebanon Mountains.
b The city has a long history and .... (occupy) by many peoples before becoming the Syrian capital.
c Damascus is a popular tourist destination; many thousands of people .... (visit) the city to see historical monuments from different periods of history.
d The famous Hejaz train station .... (transport) passengers to Amman, Jordan.
e A huge variety of items .... (sold) in the souks of Damascus, including fabrics, metal goods and jewellery.
f In recent years many companies .... (build) their offices in the new part of the city.

4 Choose the correct words in these sentences.

a If you are very lucky, you may see the giant panda in its natural *(display / habitat)*.
b Most of Africa has a very hot, dry *(climate / weather)*.
c Some plants grow well here even though the *(dust / soil)* is poor and it hardly ever rains.
d Ali doesn't want a *(permanent / temporary)* job – he wants a serious career as an engineer.
e We must do something about climate change to *(protect / survive)* our way of life.
f We thought the restaurant bill was too high. We were right – the waiter had *(overcharged / undercharged)* us.
g I'm not going to throw my mobile phone away. I'm going to send it to another country where it can be *(misused / reused)*.

5 Answer these questions.

a Which of these is a mammal? eagle / lizard / mouse / snake

....

b Which of these is not a bird? deer / eagle / owl / vulture

....

c Which of these is not a fruit? banana / carrot / lemon / orange

....

d Which of these is not a part of a plant? leaf / zoo / root / shoot

....

6 Write the correct preposition in the gap in the following sentences. You will need to use one of the words twice.



a Some people are not aware .... the difference between a fruit and a vegetable.
b I'm really interested .... the history of my family.
c Apples and bananas are dependent for their survival .... greenhouse gases.
d Modern Damascus is built .... the site of many ancient civilisations.
e Damascus is famous .... its historical monuments.

Writing

1 Write a leaflet publicising the problem of climate change and suggesting two or three ways in which ordinary people can reduce the amount of energy they use.

Follow these guidelines:

1 Use a headline or a slogan which will attract people's attention.
2 Use bullet points and punctuation.
3 Don't use too many words.

....
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....
....

Learning log

1. Look at the outcomes on page 33 of the Students' Book.
How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	☐	☐	☐	☐	☐	☐
giving explanations and describing experiences?	☐	☐	☐	☐	☐	☐
talking about cause and effect?	☐	☐	☐	☐	☐	☐
reading for gist and detailed information?	☐	☐	☐	☐	☐	☐
giving opinions and making decisions?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing an account of a visit?	☐	☐	☐	☐	☐	☐

2. Was the reading in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?....................................

3. Was the listening in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?....................................

4. Was the writing in this module
easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
....

5. Was the vocabulary in this module
easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?........................
....

6. Was the grammar in this module
easy? ☐ difficult? ☐

7. Write your result from your Progress Test ....
What did you do well in?.......................
....
What do you need to revise?..............
....

UNIT 7

Healthy life

MODULE 3: Lifestyles

Reading

1 Before you read the article, match these words and phrases with their meanings.

a alert	1 not having any or enough of something
b concentrate	2 easily feeling gloomy for no good reason
c (be) deprived of something	3 easily annoyed
d irritable	4 renew
e moody	5 clear-headed / awake
f recharge	6 not deep
g shallow	7 give all your attention to a subject

2 Read the article and match these summaries with the paragraphs they relate to. There is one summary you do not need to use.

A The effects of lack of sleep
B How to stay awake while driving
C Different kinds of sleep
D The value of sleep
E Questions to ask yourself
F Different individuals have different needs





How much sleep do we need?

1 How much sleep do you need each night? Do you usually get this amount? Can you catch up on sleep you have missed at night by sleeping at other times, or do you find it difficult to sleep during the day? The rest of this article will give you some useful information and advice.

2 The amount of sleep human beings need varies from individual to individual. We know that most adults need about 8 hours of sleep a day, but this number can vary greatly; 'short sleepers' may need only 5 hours, whereas 'long sleepers' may need 9 to 10 hours. Babies need about 16 hours a day while many teenagers need an average of 9 hours. As people get older, they tend to need less sleep; some elderly people wake up early in the morning and cannot sleep for more than five or six hours. Exactly how much we need depends on several factors, including our age, our daily routine, the quality of our sleep and our genetic make-up.

3 How do we know if we are getting enough sleep? In general, if you feel drowsy during the day, you need more sleep. You may think that you are sleeping for long enough, but these are some of the signs that you may need more:

you cannot concentrate at school or at work;

you find it difficult to get up in the morning;

you are moody or irritable;

you have memory problems.

4 So why is it important that we get enough sleep? Sleep provides our bodies with a chance to switch off. This allows us to recharge our mental and physical batteries and be ready for each new day. If we have slept well, we should wake up in the morning feeling alert and rested. People who have been deprived of sleep find it difficult to perform the simplest activities. For example, motorists who fall asleep at the wheel are responsible for thousands of traffic accidents every year.

5 How we sleep also affects us. When we fall asleep, our sleep can be deep and restful or light and shallow. Shallow sleepers wake up still feeling tired, while deep sleepers wake up refreshed.

3 Read the article again and complete these sentences with a word or phrase.

a Adults and teenagers need a lot less sleep than ....

b It is .... who seem to need the least sleep.

c People who do not get enough sleep may find it difficult to .... at school or work.

d Sleep lets people recharge their ....

Vocabulary

1 Choose the correct form of the verb *make* or *do* to complete these conversations.

a A Could I .... a suggestion?

B Of course.

A You should think carefully before you .... your decision.

B You're right. If I .... a mistake now, I could .... a lot of damage to a lot of people.

b A Are you at university?

B Yes, I .... research into sleep deprivation.

A What does that involve?

B I have to .... experiments on people who have had little or no sleep.

c A Where do you .... your shopping?

B The little shop round the corner. They sell most of the things I need.

Self-assessment

2 Choose the correct phrasal verbs to complete these sentences.

a You shouldn't try to *(do away with / do without)* sleep. You need at least eight hours a night.

b He said everything was okay, but that was just a story he *(made out / made up)* to stop me from worrying.

c You'd better *(do out / do up)* your boots tightly to stop the sand getting in.

Grammar **Reporting people's words** Grammar file page 86

1 Report the questions and answers in these short conversations.

a Deema: What are you doing at the weekend?
Ruba: I'm going out with my parents.
Deema asked Ruba what she was doing at the weekend. Ruba said / replied (that) she was going out with her parents.

b Deema: Where are you going?
Ruba: I'm going to visit my cousins in the next town.
....
....

c Bashaar: Can you take me to the airport tomorrow?
Rakan: What time do you have to be there?
Bashaar: I have to be there at four o'clock in the afternoon.
....
....

d Laila: Did you enjoy your holiday?
Fadia: Yes, it was very relaxing.
Laila: When did you get back?
Fadia: Very late last night – our plane was delayed.
....
....
....
....

e Hani: Have you seen my briefcase?
Amer: No, I haven't. When did you last have it?
Hani: I brought it home from work yesterday, but I haven't seen it since.
....
....

2 What were these people's actual words?

a She asked me if I'd got the time.
Have you got the time?

b He said he'd slept for ten hours the previous night.
....

c Hani asked his mother if he could go out with his friends.
....

d Waleed asked whether Omar wanted to go swimming with him.
....

e Hiba said she was enjoying her new job.
....

Writing — Writing an article

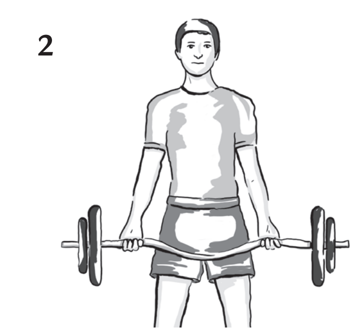
1 Paragraphs A-C are the first paragraphs of three articles. Match each article with the most suitable title and one of the illustrations. There is one title you do not need to use.

Titles
Sport is the best form of exercise; Enjoy your food and stay healthy; Thinking is good for you; Keep moving to keep fit

A ....

Are you getting enough exercise? Most people these days agree that regular exercise is an important part of a healthy lifestyle, especially for people who spend most of their time at work sitting in offices. Some people find exercise boring so they make excuses to avoid doing it, but in this article I am going to suggest a few types of exercise which everyone will find enjoyable.





B ....

How healthy is your diet? In the modern world, experts frequently tell us that what we eat affects how healthy we are and how long we live. But most people like food and want to eat the things they enjoy. In this article I am going to suggest how you can eat the food you enjoy and still have a healthy diet.



C ....

One of the factors which affect how long people live and how much they enjoy their old age is 'brain activity'. Scientists have shown that people who keep their brains busy tend to live long, happy lives compared with those who do not. In this article, I am going to suggest some interesting and enjoyable ways in which you can keep your brain active.

2 You are going to finish one of the three articles A–C. Decide which article you are going to finish. Here are some points you could do in each.

A join a gym / take up a new sport / walk somewhere different every day

B eat a different fruit every day / eat less sugar and fat / drink more water

C do puzzles or quizzes / read more books / study a subject on the Internet

3 What do you do to keep healthy? Do you have the best balance of habits and activities? How can you improve your health?

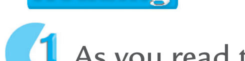
....

4 Finish the article you have chosen using about 120–150 words of your own. Write three more paragraphs including your own ideas or the ideas in exercise 2 on page 45. The last paragraph should be a conclusion. Make what you write interesting to people of all ages.

UNIT 8

Urban and rural life

MODULE 3: Lifestyles



1 As you read the article 'Capital Cities', answer these questions for each city.

a What is the population of these cities?

....

b What buildings are characteristic of capital cities?

....

c What are the differences between Damascus and Brasilia?

....

d In your opinion, which of these two cities is the more typical capital city? Why?

....

Capital Cities

The capital city of a country is very often its greatest city, with the largest population and the most important administrative buildings. Capital cities house government offices, as well as embassies from other countries. They are also financial centres, containing national and international banks and other financial institutions.



Damascus is no different from other capital cities in this respect – it is the seat of government and the economic and cultural centre of Syria. With a population of around 5 million people, Damascus is the biggest city in Syria. The city has a rich history, and is considered the oldest city in the world. It has been continually inhabited for thousands of years. The commercial and administrative centre of the city is located in the modern part of the city, outside the ancient walls.



Brasilia, the capital city of Brazil, is both similar to and different from Damascus. Like Damascus, it is an administrative centre and contains the key political buildings and institutions. However, unlike Damascus, Brasilia is not the major cultural or economic centre of Brazil. The population of Brasilia is only around 2.5 million people, which is a tiny fraction of the huge Brazilian population.

Built in the late 1950s, it is a new city and has only been the capital of Brazil since 1960. It took over from Rio de Janeiro, which remains a major economic and cultural centre, as well as having a population of many millions more. Brasilia is a very modern city and because it is so new, planners were able to strictly regulate its layout. It is divided into sectors, with specific zones for business, industry, government and residential areas.

2 Now match these words and phrases from the article with their meanings.

a	embassy	1	an organisation with an important role in the country
b	regulate	2	a particular part of an area
c	sector	3	a small amount of something
d	specific	4	clearly defined
e	fraction	5	supervise or control
f	institution	6	the offices of the representative of a foreign country

3 Read the first part of the article again and complete these sentences with one of the words from this list.

capital residential government financial industrial administrative

a The .... area is where people live.
b .... cities contain key .... buildings such as the parliament.
c Government buildings are often known as .... buildings.
d In Brasilia, if you wanted to build a factory, you would do it in the .... sector.
e Banking and other .... institutions are usually based in the capital city.

4 Are these statements about Damascus, Brasilia or both? Answer D, B or both.

a It is the largest city in the country. ....
b It is an ancient city. ....
c It is the administrative centre of the country. ....
d It is an important cultural centre. ....
e It only became a capital city during the twentieth century. ....
f It is a new city. ....

5 What do you think defines a capital city? What should a capital city provide for its people?

....

....

Vocabulary

1 Complete these sentences with the correct form of the sound words from this list. There are more words than you need.

bang click drip roar scream splash tick whistle

a The .... of a plane woke me up in the night.
b Can you hear that .... noise? Someone must have left a tap on in the bathroom.
c Everyone heard the .... when he jumped into the swimming pool.
d A friend of mine is terrified of spiders and .... if she sees one close to her.
e Digital clocks don't .... like old-fashioned clocks used to.

2 Rewrite these sentences, replacing the underlined phrases with one of those from the box.

far and wide   hustle and bustle   nearest and dearest
odds and ends   pick and choose

a Graduates with first class degrees can often <u>select exactly</u> the jobs they want.

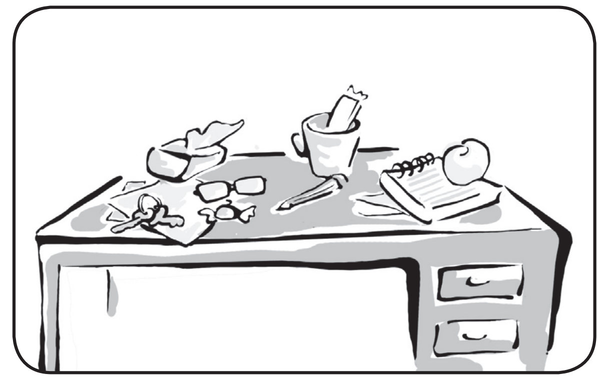
....

b The country is too quiet for me, I would miss the <u>noise and excitement</u> of the city.

....

c I tidied my office the other day and found all kinds of <u>different things</u> on my desk.

....



d People came from <u>all over the place</u> to see the exhibition.

....

e We're having a big celebration next week, so we're inviting all our <u>family and close friends.</u>

....

Grammar **Comparing and contrasting** Grammar file page 87

1 Complete these sentences with one of these comparing or contrasting words or phrases. Use each word or phrase once.

instead of   in comparison with   but   whereas

a .... Seoul in South Korea, Paris, the capital of France, is quite a small city. .... Seoul has a population of over 10 million people, Paris only has 2 million.

b I've decided to learn Chinese .... French at university. Chinese grammar is not too difficult .... the pronunciation will be very hard for me.

Self-assessment

2 Match the sentences **a-d** with the corresponding sentences **1-4** below. Then write new sentences using the word or phrase in brackets.

a Damascus is the largest city in Syria. (but)

....

b Brasilia is not the major cultural and economic centre of Brazil. (whereas)

....

c Brasilia was designed by an architect in the 20th century. (while)

....

d Brasilia is a very modern city. (and although)

....

1 Damascus is the cultural and economic hub of Syria.

2 Brasilia is small, compared with cities like Rio de Janeiro.

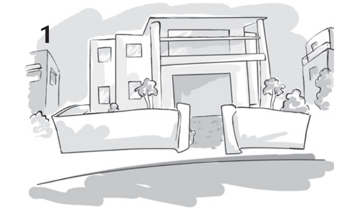
3 Damascus is a very old city, there are modern areas with many new buildings.

4 Damascus developed naturally over thousands of years.

Writing Describing places to live

1 Match these descriptions **A-C** with the correct pictures **1-3**.

A This architect-designed house has two storeys and is located in a village two kilometres from the sea. It has a tiled roof which provides shady areas on both the ground floor and first floor. The house is surrounded by a colourful garden which has been well looked after. The property overlooks a luxurious swimming pool.



B This two-storey modern house is situated on the outskirts of a medium-sized town. It is surrounded by a large garden with a lawn, trees, shrubs and hedges. It has a flat roof and there are balconies outside the first floor windows. It is painted white and there are no other houses nearby.



C This two-storey modern building is located in a residential area in the suburbs of a large city. It has a small garden with recently planted trees and shrubs. The property is surrounded by a low wall which separates it from a quiet street. The house has a flat roof.



2 Read the descriptions again and make lists of the following.

Words and phrases used to describe where the houses are located
Example: *.... is located in a village two kilometres from the sea*

....

....

Adjectives used to describe the buildings and gardens
Example: *architect-designed*

....

....

Nouns for different parts of the buildings
Example: *(two) storeys*

....

....

Nouns for different natural features
Example: *trees*

....

....

3 Write your own description of a building you know well. It could be the building you live in. Use the descriptions in exercise 1 as models and include the following:

the location of the building
the appearance of the outside of the building
information about any natural features near the building

Use words and phrases like those you listed in exercise 2 above. Write 50-60 words.

....

....

....

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....

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....



New ways and old

MODULE 3: Lifestyles

Reading

1 Before you read the article below, match these words and phrases with their meanings. You may need to check your ideas in a dictionary.

a	artefact	1	an object of cultural or historical interest
b	skilled	2	intricately decorated with complex patterns or constructions
c	artisan	3	a period of prehistory when weapons and tools were commonly made of bronze
d	Bronze Age	4	having a special ability or talent
e	ornate	5	worker in a skilled trade (usually making items by hand)

2 Read this article about some of the traditional crafts in Syria and answer these questions.

a Why is there such a variety of historical crafts in Syria?
b How are these traditional crafts being threatened?
c Why are copper artefacts useful to historians?
d Why is it important to preserve the traditions mentioned below?

Traditional crafts in Aleppo



Syria has undergone a period of modernisation in the last few years, with new buildings and improved transportation services in **its** cities. Yet it remains an ancient land that has enjoyed involvement and interaction with many different civilisations over the last ten thousand years.

Syria's historical importance and its crucial location at the crossroads of several ancient trading routes mean that a wide variety of crafts have developed. However, the fast pace of globalisation is threatening the skilled local artisans who strive to preserve these wonderful traditions. As cheaper, mass-produced goods are imported from abroad, it is important that people are made aware of these traditional crafts and those who practise **them**.

In the city of Aleppo there is a market dedicated to protecting hand-made copper goods, to ensure that this ancient craft does not vanish. Copper artefacts have been discovered all over the region. Some of these artefacts date to the Bronze Age, around 3000 BCE. Historians have identified a number of uses for the material including weaponry, jewellery and ornaments. These items give us information about the way ancient peoples lived and interacted.

The Aleppo Craftsmen Union is trying to revive this world-famous industry by establishing a training centre and promoting the local and regional trade of copper products. There are several processes involved in the production of copper goods, including cutting, welding and ornamentation. The metal then has to be thoroughly cleaned before **it** is suitable for sale. Currently, only a small handful of artisans continue to practise this craft. However, local people are being encouraged to learn the skills needed to make ornate copper items which will be suitable for commercial sale.

3 Read the article again and answer these questions.

a Which of these statements about traditional Syrian crafts is not true?
A Syria has been an important trading centre for several millenia.
B Nothing is being done to encourage traditional Syrian craftmanship.
C Local artisans are threatened by increasing globalisation.

b Which of these statements about copper is not true?
A Copper artefacts have been found in the region dating to around 3000 BCE.
B Craftsmen must be taught special skills to create remarkable copper items.
C The craft of making ornate copper goods has been totally destroyed by the modern world.

4 Complete sentences **a–c** with words from this list.

evidence trade civilisations traditional preservation

a Syria has been a centre of .... in the region for thousands of years.
b Several organisations are now helping to support the .... of .... crafts.
c Copper artefacts are used by historians as .... of past ....

Self-assessment

Refer to the Assessment tool for Module 3 on page 82 to assess your performance.

5 What do you think are the most important traditional uses for copper? In what ways have modern products replaced copper?

....

....

Vocabulary

1 Complete these statements using words from the box.

blow percussion pluck wood strum

a a flute
You have to … ....

b a guitar
You can either … ....

c an oud and a violin
They are both … ....

d a tablah
This is a … ....

2 Complete these sentences using the correct form of these idioms.

blow (your / his) own trumpet change (your / his) tune drum something into someone face the music

a He's been telling lies to so many people. Eventually they will find out and he'll have to
....

b I can't stand the kind of big-headed person who .... all the time.

c He was against the idea of a holiday in Greece, but he .... when he found out how cheap the flight was.

d The importance of knowing the difference between right and wrong is usually
.... children by their parents at a very early age.

Grammar **Having things done** Grammar file page 87

1 Complete these sentences using the correct form of *have something done*. You may also have to think of a verb.



a I couldn't repair my computer myself. I had to *have it repaired* by computer experts.
b We didn't build our own house. We .... by a local construction company.
c Brides rarely make their own wedding dresses. They .... by specialist dressmakers.
d People don't service their cars themselves; they .... professionally two or three times a year.
e I've got a really bad toothache, so I'm going to the dentist this afternoon. I might have to ....
f She tried mending her glasses, but she couldn't. She had to .... by the optician she had bought them from.
g Do you like this photograph of our family? We .... by a local photographer.

2 Now answer these questions, starting with 'No, ...'

a Did you redecorate the flat yourself? *No, we had it redecorated*.
b Did you plant the trees in your garden yourself?
....
c Are you going to service your own car?
....
d Will you be able to test your own eyesight?
....

3 What do the words in bold in the text on page 52 refer to:

a *its* (line 2) ....
b *them* (line 12) ....
c *it* (line 21) ....

Writing — Writing a biography

1 Use the notes below to write a brief biography of the Syrian calligrapher Mohammad Abdullah Ghannoum.

Name:	Mohammad Abdullah Ghannoum
Place / Date of Birth:	Damascus, 1949
Profession:	Calligrapher
Education:	Arts faculty at the University of Damascus
Exhibitions:	Kuwait, Doha, Cairo, Beirut, London, Berlin, Madrid.
Achievements:	Honoured at a number of international festivals including Kuwait and UAE. A member of the artists union CAP. Took part in the International Exhibition of Calligraphy, which aims to popularise and promote the ancient art of calligraphy.

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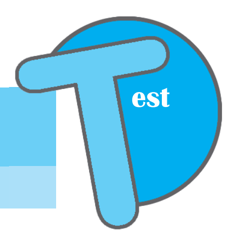
....

....

....

2 Write a brief biography of a young person you know well. Include some of this information.

Name / age
Appearance
Family background / education
Occupation / speciality
Hobbies and interests
Other important information



Progress Test 3

MODULE 3: Test

Reading

1 Complete the article below with suitable words. Use each word only once.

City or Country?

I was born in the country, and for the first eighteen years of (1) .... life I lived there. My family's farm was in the middle of nowhere, five kilometres (2) .... our nearest neighbours and ten from the nearest school, shops and post office. As a child, I enjoyed the open-air life, but when I was eighteen I went (3) .... university and couldn't believe how incredible city life (4) .... In comparison with my life on the farm, my new life was exciting, challenging and very varied. I (5) .... to know a lot of new people and I went to many places. (6) .... course everything moves much more quickly in the city, and that (7) .... sometimes be stressful, but at least you know you're alive. In the country, you sometimes forget!

Obviously, city life (8) .... its disadvantages, like the noise, the traffic and the crowds of people, but these things don't worry (9) .... too much. I don't drive, (10) .... traffic problems and parking difficulties don't affect me. It only takes me ten minutes to get to the supermarket by taxi, whereas in the old days in the country, a shopping trip (11) .... to take half a day.

Maybe I'll want to go back to the peace and quiet of the country one day, (12) .... for now I'm enjoying the hustle and bustle of city life.

2 Read the article again and answer these questions.

a Where did the writer live as a child?

....

b How far did he have to travel to go to school?

....

c Why did he first move to the city?

....

d How was his life different when he moved to the city?

....

e What disadvantages of city life does the writer mention?

....

f Why isn't the writer worried by traffic conditions in the city?

....

g Why does he prefer shopping in supermarkets?

....

h Does he think he will go back to live in the country?

....

3 Do you prefer the city or the country? Give reasons for your answer.

....

....

Grammar and Vocabulary

1 Report this conversation. Start each reported question with *I asked …*, and each reply with *He said …*

a	Q	What's your name?	....
	A	(Samer)	....
b	Q	Where do you live?	....
	A	(city centre)	....
c	Q	Where did you live before that?	....
	A	(in the country)	....
d	Q	Did you enjoy living there?	....
	A	(Yes / most of the time)	....
e	Q	Are you married?	....
	A	(not yet / next month)	....
f	A	What is your job?	....
	B	(lecturer)	....
g	A	Do you work in a college?	....
	B	(No, university)	....
h	A	What subject do you teach?	....
	B	(economics)	....

2 Complete the sentences with these words or phrases.

but   in comparison with   whereas

a Big supermarkets sell everyday goods quite cheaply, ... small shops often charge very high prices.
b .... supermarkets, small shops offer customers a very personal service.
c It's expensive to live in the city .... the country.
d Supermarket fruit may be cheap .... it isn't always as tasty as fruit from a market.
e .... some older people enjoy a quiet life in the country, many young people prefer the excitement of city life.

3 Answer these questions, starting with '*No, …*'. Follow the example.

a Did Salah repair the computer himself?
No, he had it repaired.

b Did Hussam take his own tooth out?
....

c Are they going to build their own house?
....

d Did you put that TV aerial up yourself?
....

e Will you cut down those trees yourself?
....

f Did Rana take those photos herself?
....

4 Choose the correct words in these sentences.

a Before we can sell the flat, we'll have to *(do it up / do without it)*.
b The students had to *(make of / make up)* a story about their recent holiday.
c If everyone uses online banking, they'll *(do away with / do without)* banks.
d Are you happy with the decision you *(did / made)*?
e Was that *(bang / splash)* the sound of someone jumping into the swimming pool?
f We usually *(do / make)* the shopping at the weekend.
g Can you hear someone *(blowing / strumming)* a guitar?
h Let's turn the television off and have some peace and *(bustle / quiet)* for a change.
i He said he didn't want to swim, but he changed his *(music / tune)* when he saw the pool.
j People came from far and *(long / wide)* to see the exhibition.

5 One word in each of these conversations is wrong. Underline it and write the correct word at the end of the sentence.

a A Is that your aunt?
B Yes, she's my father's daughter. ....

b A What do you enjoy about city life?
B I think it's probably the hustle and whistle. ....

c A Do you take sugar in your tea?
B Yes, I've tried to do away it, but I can't. ....

d A Is that your grandfather?
B Yes, he's my mother's mother. ....





Make a poster to promote a tourist attraction in your country. Choose one of these places:

a historical town or city
an interesting old building
an area of natural beauty

a Describe the place you have chosen in 20-25 words.
b Draw a small map showing where the place is.
c Give information which will be useful for visitors, for example:
How to get to the place
Opening times
Cost

Learning log

1. **Look at the outcomes on page 57 of the Students' Book.**
How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	☐	☐	☐	☐	☐	☐
comparing and contrasting ideas about old age?	☐	☐	☐	☐	☐	☐
inferring meaning?	☐	☐	☐	☐	☐	☐
writing a biography?	☐	☐	☐	☐	☐	☐
giving advice?	☐	☐	☐	☐	☐	☐
writing a magazine article?	☐	☐	☐	☐	☐	☐

2. **Was the reading** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?..................................

3. **Was the listening** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?..................................

4. **Was the writing** in this module
easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
....

5. **Was the vocabulary** in this module
easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?......................
....

6. **Was the grammar** in this module
easy? ☐ difficult? ☐

7. Write your result from your Progress Test ....
What did you do well in?.....................
....
What do you need to revise?.............
....

UNIT 10

Record breakers

MODULE 4: Achievements

Reading

1 Read the article and find the answers to these questions.

a How high is Mount Everest?

....

b How many people took part in the 9th British expedition to Everest?

....

c What did Hillary and Tenzing do at the summit of Mount Everest?

....

d Would you like to be a mountain climber? Why / why not?

....



Climbing Everest

In 1953, Edmund Hillary became the first person to reach the summit of Mount Everest, the highest mountain in the world at 8,848 m. Hillary, from New Zealand, and his Nepalese climbing companion, Tenzing Norgay were part of the 9th British expedition to attempt to reach the summit.

Over 350 people took part in the expedition that set out from Kathmandu in April 1953. There were Sherpas, doctors, cooks, porters and many others. There were eleven climbers in total and they climbed in groups of two.

Hillary and Norgay left the camp to climb to the summit on May 28th, and for much of the climb they had to overcome extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen. Temperatures were below freezing point and they were at constant risk of getting frostbite. The two men did not have the same sophisticated equipment that is used today, and the extremely high altitude could have caused serious medical problems.

They made it to the top where they took the photograph that proved they had reached the highest point on earth. Hillary was a modest man and attributed his success to the whole team who supported him throughout the attempt. News reached the United Kingdom just before the coronation of Queen Elizabeth II and the team of climbers received special medals and international recognition.

Hillary was a born explorer and conquering Everest was the first in a series of achievements. He led an expedition to the South Pole and scaled several other peaks in the Himalayas. He later established the Himalayan Trust, an organisation committed to helping the Nepalese Sherpa communities. The trust has helped to build hospitals and schools and has improved communication and transport links to the area.

2 Read the article again and say whether these statements are True or False.

a Before Hillary, no one had managed to reach the summit of Mount Everest.
b Hillary retired from mountain climbing after conquering Everest.
c The climbers attended the coronation of Queen Elizabeth II.
d Hillary set up a charity to improve the lives of the Nepalese Sherpa communities.

3 Match these words from the article with their meanings.

a	altitude	1	the gas we need to breathe
b	extreme	2	injury caused to the body by very cold temperatures
c	oxygen	3	height
d	constant	4	Himalayan people famous for their skill as mountaineers
e	frostbite	5	very great or severe
f	Sherpa	6	staying the same / not changing

4 Which phrases are used in the article to mean the following:

a pairs (3 words)

....

b first of many (4 words)

....

c fame (2 words)

....

Vocabulary

1 Choose the correct phrasal verb with *come* to complete these sentences.

a When my brother *(came round / came up)* after his operation, he felt fine.
b Why don't you *(come out / come over)* after school? We could visit my grandparents.
c It was cloudy all morning, but in the afternoon the sun *(came across / came out)*.
d I've lost my watch. Can you let me know if you *(come across / come over)* it?

2 Complete these sentences with adjectives from the list. Sometimes you can use two words to complete a sentence. There are more words than you need.

afraid alight alike asleep burning frightened living similar sleeping

a We were driving home on the motorway yesterday evening when we came across a .... car.
b A family was standing by the side of the road. The mother was holding a .... baby in her arms. A woman came to ask if they needed any help.
c Two older children were standing next to the parents. They were very .... of the fire. A policeman offered them some water.
d These two must have been twins, as they looked very ....



Giving background information on past events Grammar file pages 87-88

1 Write sentences giving background information about these past events. Use the information in brackets, and the verb in the past perfect simple or past perfect continuous.

a Hillary climbed Mount Everest in 1953 as part of a British expedition. (attempt / several times before)

....

b By the time Hillary and Tenzing reached the top they were exhausted. (climb / for many days)

....

c Hillary returned to the Himalayas and set up a charity to help the local people. (befriend / many of the Sherpas)

....

d Hillary and Tenzing underwent thorough health checks when they returned to base camp. (experience / extremely cold conditions)

....

e Hillary and Tenzing raised a flag when they made it to the summit. (reach / highest point on earth)

....

2 Choose the best verb form in these sentences.

a Omar passed all his exams. He *(had revised / had been revising)* non-stop for a month.

b They finished making Laila's dress a week before the wedding. They *(had made / had been making)* it for over a month.

c I went to see Ali in hospital. He *(had broken / had been breaking)* his leg during a football match.

d Everyone enjoyed the family celebration. Reem and her sons *(had made / had been making)* all the food themselves.

e My uncle finally passed his driving test. He *(had taken / had been taking)* the test three times already.

f I received a letter from Hiba yesterday. She *(had promised / had been promising)* to write since last year.

Self-assessment

Writing Writing an informal email

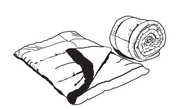
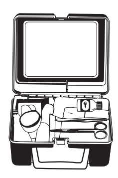
1 Read this email and answer these questions.

a What are the writer and his friend planning?

....

b What is the main purpose of the email?

....



Hi,

Thanks for the email. It's not long now till we go, is it? I've been making a few last-minute preparations this morning. I've decided what clothes and other personal things to take, but obviously we need to decide about the things we need for camping.

I know we've already agreed on the essential things, like the tent, sleeping bags and first-aid kit, but there are other things we may or may not need. Do you think we should take our own cooking equipment? I expect we'll buy food mostly, but it might be a good idea to take a small gas cooker so that we can prepare our own food. And how about a large water container? If we don't take plenty of water with us, we might run out. That'd be awful if it gets very hot. Is there anything else we should take? Let me know what you think.

I'm really looking forward to this break. I'll give you a ring tomorrow morning.

See you soon.

2 Make a note of the following:

a Expressions the writer uses to make suggestions:

....

....

....

....

....

b Informal words and phrases:

....

....

....

....

....

3 Write your own email to a friend whose family you are going on holiday with.

- Decide on three essential things to take with you.
- Suggest two or three other things that you might find useful.
- Use informal language and write about 120-150 words.

Reading

1 Read this article about the Laerdal Tunnel to find the answers to these questions.

a When did the Mont-Blanc Tunnel open?

....

b How long is the Laerdal Tunnel?

....

c How long does it take to drive through the Laerdal Tunnel?

....



Built for safety

Road tunnels, through mountains or under rivers and seas, make car journeys shorter and faster. Some of the long tunnels, like **those** through the Alps, were incredible engineering achievements when they were first built. For example, the 11-kilometre-long Mont Blanc Tunnel between France and Italy, which was opened in 1965, massively reduced journey times between the two countries. But in recent years, with the increase in freight traffic using tunnels, there have been some terrible accidents.

So when planners were designing the 24.5-kilometre Laerdal Tunnel in Norway, safety was one of **their** main concerns. People have known for some time that the main factors which cause accidents in long tunnels are tiredness and claustrophobia – a fear of being in small spaces. Drivers can easily fall asleep in tunnels because the view never changes – there is nothing to keep them awake. This can lead to accidents caused by vehicles driving into the sides of the tunnel. So experts, including psychologists, did research to find out how they could make the 20-minute journey through their new tunnel less monotonous. After experiments, **they** decided to build the tunnel in four sections with "halls" between them. The halls are wider and higher than the main tunnel and have special lighting similar to a sunrise. The idea is that drivers will feel refreshed as they drive through the halls.

The halls have two other purposes related to safety: if there is an accident on the road ahead, drivers can turn round in the halls and return the way they came. There are also lay-bys in the halls where drivers can stop and rest. The Laerdal Tunnel also has an efficient ventilation system which responds to the amount of traffic in the tunnel. Air pollution is monitored by staff in a control room.

2 Read the article again and answer these questions.

a How is the Laerdal Tunnel different from other long tunnels?

....

b Why were the designers of this tunnel especially worried about safety?

....

c How are the halls different from the main part of the tunnel?

....

d What is the main purpose of the halls?

....

e What can drivers do if they find there is an accident on the road in front of them?

....

3 Which words or phrases are used in the article to mean the following:

a unbelievable ....
b cut down, shortened ....
c lorries and vans carrying things, not people ....
d what you can see from a place ....
e stop (someone) from going to sleep ....

4 What are the dangers associated with long road journeys? What can be done to make such journeys safer?

....

....

Vocabulary

1 Choose the correct formal or informal word to complete these sentences.

a What a waste of time! I've spent the (*entire* / *whole)* afternoon fixing my computer.
b Since its (*inception* / *beginning*), this organisation has been at the forefront of research.
c A government spokesman said that the new airport would not be fully (*operational* / *ready to use)* until early in the new year.
d I'll ring you back in a few minutes – I'm just (*completing* / *finishing)* my lunch.
e Have you looked out of the window? They've started (*constructing* / *building)* the new block.
f The organisation hopes to be able to attract tourists to visit the many historical (*sites* / *places)* in the south-east of the country.
g Next year the college plans to (*extend* / *stretch)* the number of subjects it offers by 50%.

2 Complete the gaps in this text with words derived from the words in brackets.

Some of the most important (1) .... (history) sites in the world will be destroyed if sea levels rise as expected in the next 100 years. The (2) .... (destroy) will be particularly serious in low-lying cities, such as Venice in Italy.
Some of the (3) .... (build) have already been damaged by the floods which regularly hit the city. In some places (4) .... (archaelogy) are working against the clock to explore sites before they are lost beneath the water forever. Cities like London are planning the (5) .... (construct) of new flood defence schemes.

Grammar **Talking about processes** Grammar file page 88

Self-assessment

1 Choose the more appropriate verb in these sentences. Sometimes both answers are possible.

a The original Mont Blanc Tunnel *(was completed / was being completed)* in 1965.

b The tunnel *(was designed / was being designed)* to carry 450,000 vehicles a year. By 1997 it *(was used / was being used)* by over a million.

c Thirty-nine people *(were killed / were being killed)* in the tunnel fire which *(was started / was being started)* when a lorry caught fire.

d The driver stopped after smoke *(had been seen / was seen)* coming out of the lorry's engine.

e It was more than two days before the fire *(was put out / was being put out)* by fire fighters.

2 Rewrite these sentences using passive verbs where possible.

a After the tragic fire in the Mont Blanc Tunnel in 1999, everyone agreed that when they build tunnels in the future they should pay much more attention to safety.

....

....

....

b When they were planning the Laerdal Tunnel, the designers decided that they would divide it into four sections, each six kilometres long.

....

....

....

c They thought that if they could construct large halls between the sections, this would make motorists' journeys more interesting and so seem quicker.

....

....

....

d They made the halls wider than the rest of the tunnel and technicians fitted them with special lights.

....

....

....

e They believed that if they could ventilate the tunnel better, drivers would stay awake and this would cause fewer accidents.

....

....

....

3 What do the words in bold in the text on page 66 refer to:

a *those* (line 2) ....

b *their* (line 9) ....

c *they* (line 16) ....

Writing — Writing a report

1 Read this report about preventing accidents in tunnels. How many different recommendations do the report writers make?

Safety in tunnels: Recommendations

In the light of a number of serious accidents and fires in tunnels in recent years, this report makes a number of recommendations which will reduce the risk of accidents and fires and minimise the impact of any that occur.

1 ....

It is essential that drivers and their passengers are able to get out of a tunnel if there is an accident or fire. We have two recommendations which will help make this possible. Firstly, tunnels should be made wide enough in places to allow vehicles to turn round and go back the way they came. Secondly, there should be separate tunnels for pedestrians in case people need to walk to safety.

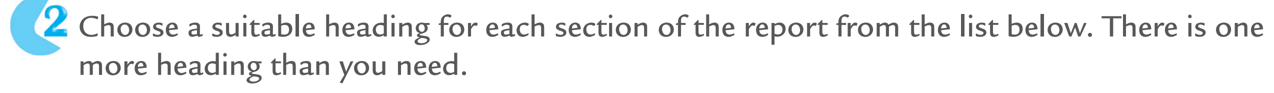
2 ....

It may be impossible to eliminate accidents altogether, but we have several recommendations which will reduce this risk. Firstly, all road tunnels over 10 kilometres long should be divided into sections, with rest areas between the sections. Secondly, the decoration of each section should be different. This “change of view” will make the journey less monotonous for drivers and help to prevent them from falling asleep. Lastly, tunnels should be well ventilated.

3 ....

Finally, the flow of traffic through tunnels should be regulated. This will improve overall safety. We believe that if only one vehicle is allowed into a tunnel every five seconds, there is less chance of a multi-vehicle accident. We also recommend that heavy lorries should be escorted by special safety vehicles.

If these recommendations are accepted, we believe that the accident rate in tunnels could be reduced by over 75%.



2 Choose a suitable heading for each section of the report from the list below. There is one more heading than you need.

- Accident Prevention
- Escape routes
- Traffic management
- Tunnel dimensions

3 What kind of language do the report writers use to:

a ... make recommendations?

....

b ... make predictions?

....

c ... show the reader that they are moving on to a new point?

....

d ... introduce their opinions?

....

4 Write a report making recommendations which will improve road safety in your town or city. Write 120–150 words.

- Your report should have a short introduction, two main sections and a final sentence.
- Give clear section headings and a title.
- Use some of the language that you noted in exercise 3 above.

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Geniuses

MODULE 4: Achievements

Reading

1 Read this article.

a Write the names of all the different mathematicians mentioned in the text.

....

b Which one of these mathematicians do you find most impressive? Why?

....

Mathematical geniuses

In ancient times, Arab mathematicians led the world in their subject. This article looks at the origins of two branches of mathematics: arithmetic and algebra.



Arithmetic

Musa al-Khawarizmi from Khawarizm, who lived from 780 to 850 CE, was one of the world's greatest mathematicians. He wrote the earliest Islamic works on arithmetic and algebra, which were the main authority on the subject for many years. He made Greek and Hindu mathematical knowledge comprehensible to people of his time and supported the use of Hindu numerals. He is particularly famous for being the author of the oldest Arabic work on arithmetic known as *Kitabul Jama wat Tafriq*.

Another mathematician, Al-Nasawi, wrote *Al-Mughni Fil Hissab Al-Hindi* in which he explained fractions and other complex ideas in a modern way. He also introduced the decimal system in place of the sexagesimal system, which was based on the number sixty, rather than the number ten. A third scholar, Nasir-ud-din Toosi, wrote many valuable books, including *Al-mutawassat,* a concise explanation of arithmetic in Arabic and Persian. Arabic numerals were the greatest contribution made by Arab thinkers to mathematics. The most important of these numerals was zero, which was used in the Arab world at least 250 years before it was known in the West. Before the invention of zero it was necessary to arrange all figures in columns to differentiate between tens, hundreds, thousands, etc.

Algebra

The word *algebra* comes from the Arabic *Al-Jabr*. Al-Khawarizmi was the author of *Hisab Al-Jabr Wal Muqabala*, an exceptional work on algebra which includes analytical solutions to linear and quadratic equations. This work, which was translated into Latin in 1145, introduced algebra into Europe.

Better known as a poet and philosopher, Omar Khayyam, who lived from 1048 to 1133 CE, was also an astronomer and mathematician who wrote an excellent book on algebra. His work dealt mainly with geometric and algebraic solutions to equations.

2 Read the article again and decide whether these statements are True or False.

a Musa al-Khawarizmi helped people to understand Greek and Hindu mathematics. ....
b Musa al-Khawarizmi wanted people to use Arabic numerals. ....
c The sexagesimal system is based on the number ten. ....
d Arab mathematicians found out about zero from European mathematicians. ....
e Algebra was introduced to the Europeans through the writings of Omar Khayyam. ....

3 Match these words from the article with their meanings.

a authority	1 to show the differences between
b concise	2 possible to understand
c comprehensible	3 the answer to a (mathematical) problem
d differentiate	4 short and clear
e solution	5 a book or person that has reliable knowledge or information

4 Complete these sentences with one word from the article.

a Arithmetic and algebra are two different .... of mathematics.
b .... is about adding, subtracting, multiplying and dividing.
c .... was one idea which Al-Nasawi explained in *Al-Mughni Fil Hissab Al-Hindi*.
d Arabic .... included zero for the first time.

5 In your opinion, what is the importance of mathematics in the 21st century?

....

....

Vocabulary

1 Complete the gaps in these texts with words derived from the words in brackets.

a My brother is (1) .... (talent) in many different ways. He is a (2) .... (mathematics) genius but also has great (3) .... (music) ability. The whole family was (4) .... (astonish) when he won the first prize in a competition for young composers.

b My sister was never (1) .... (ability) to do paint or draw well until a new and very (2) .... (skill) teacher arrived at the school. Since then, my sister's progress has been (3) .... (amaze), and art has grown in (4) .... (popular) throughout the school.

2 Choose the correct preposition in these conversations.

a A Are you good *(at / for)* maths?
B I'm quite good, but I can't do calculations *(in / on)* my head very quickly.

b A When did Omar Khayyam live?
B *(At / From)* 1048 to 1133.

c A Your brother's a brilliant musician, isn't he?
B Yes, he showed musical ability *(at / in)* a very early age. In fact, he learnt to play complicated music *(at / on)* the piano when he was only five years old.

Grammar Adding information Grammar file page 88

1 Complete this story using the *-ing* form of verbs from this list.

apologise expect feel leave plan think wait

I left the office at midday, (1) .... to meet my friend Mazen for lunch. I arrived at our usual meeting place and waited, (2) .... my friend to arrive at any minute. After about half an hour I began to worry, (3) .... that Mazen might have been involved in an accident. I tried ringing him several times, eventually (4) .... a message on his answering machine. After (5) .... for nearly an hour, I decided that Mazen was not going to come, so I went back to work. I sat down at my desk, (6) .... very hungry because I hadn't had any lunch. Then my phone rang. It was Mazen, (7) .... for having missed lunch. My fears were correct. He had had a car accident and he was phoning from the hospital.

Self-assessment

2 Rewrite the following as single sentences, using a verb in the *-ing* form.

a An Indian man correctly calculated the square root of a six-digit number. He took 1 minute 3.8 seconds.
An Indian man correctly calculated the square root of a six-digit number, taking 1 minute 3.8 seconds.

b An American holds the world record for sending a text message. He typed a text of 160 letters on his mobile phone in less than a minute.
....
....

c A 38-year-old German set a unicycle speed record for 100 m. He travelled this distance in 12.11 seconds.
....
....

d In December 1998, a young British man broke the record for the most books balanced on the head. To do this he used skills he had developed as a builder.
....
....

e He actually succeeded in carrying 62 books. The books weighed 98.4 kg.
....
....

f An Indian man broke the world record for motionlessness. He stood still for 20 hours 10 minutes and 6 seconds in August 1997.
....
....



Writing a set of instructions

1 The instructions below are written in the wrong order. Number the paragraphs **a-g** in the correct order, **1-7**.

How to make a wide-brimmed hat

a Now use the ruler and pencil to make marks 2 cm inside the small circle, to draw an even smaller circle. Join the marks together. Now you have three circles.

b Very gently stick the head part of the hat to the middle of the large piece of card. Don't stick it too firmly. Draw a circle around it. Then detach the head part and put it away until later.

c First, collect together all the materials you will need. These are a tape measure, a pencil, a ruler, a pair of scissors, a roll of sticky tape, a large piece of card, about 60 cm square and a smaller piece of card, about 10 cm x 65 cm.

d Place the head part on top of the first circle you drew. Fold and stick the tabs inside it. Well done! You've finished! Now you have a wide-brimmed hat!

e Cut out the biggest circle and the smallest circle. Cut little tabs around the edge of the remaining circle. Pull the tabs up.

f Measure your head with the tape measure. Then measure the smaller piece of card to the same size. Stick one end of the card to the other end. This is the 'head part' of the hat.

g Use the ruler and pencil to draw a second circle 15 cm outside the first circle.

2 Read the instructions again carefully and answer these questions.

a Which words in the text gave you clues about how to order the paragraphs? Give examples.

....

....

....

b In what form are most of the 'instructing' verbs?

....

....

....

c How does the writer tell the reader not to do something?

....

....

....

d In which paragraph does the writer congratulate the reader? Why?

....

....

....

3 Write your own set of instructions for a simple activity. Write 120-150 words. Use an idea of your own or one of these ideas:

How to make tea
How to send the same email to several people
How to transfer a photograph from a camera to a computer, and then print it
How to ride a bicycle
How to use a dictionary

- Use 'instructing' verbs to tell readers what to do and what not to do.
- Add any other information you think the reader will find useful.

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Refer to the Assessment tool for Module 4 on page 82 to assess your performance.



Progress Test 4

MODULE 4: Test



1 Complete the article below with suitable words. Use each word only once.

Everest: The final challenge

Until 1953, nobody (1) .... climbed Mount Everest, the highest mountain in the world. Then in 1953, the mountaineer Edmund Hillary and the Nepalese Tenzing Norgay succeeded (2) .... reaching the summit. In the next thirty years there were other Everest 'firsts', including the first solo climb and the first climb (3) .... a woman.

All these people had taken bottles of oxygen (4) .... help them climb, but many mountaineers wanted to climb using their natural ability, without oxygen. Two of these (5) .... Reinhold Messner and Peter Habeler. In 1975, they amazed people by climbing Gasherbrum, the 11th highest mountain in (6) .... world, without oxygen.

When Messner and Habeler started planning to climb Everest without oxygen, other climbers called (7) .... foolish. They warned them that the oxygen levels (8) .... the top of Everest were so low that breathing would (9) .... difficult, and that the men would risk brain damage if they did this. However, Messner and Habeler did (10) .... listen and made their first attempts in April 1978. After two failures, they nearly gave up but decided to make a final attempt.

At these very high altitudes, with so little oxygen in the air, everything the men did took much longer (11) .... normal. Every few metres, they fell down exhausted and had to rest. Eventually, at about 2 pm (12) .... May 8th 1978, Messner and Habeler became the first men to reach the summit of Everest without oxygen.

2 Read the article again. Are these statements True or False?

a The first woman climbed Everest before 1953. ....

b Until the mid-1970s all mountaineers had used oxygen when they were climbing. ....

c Other climbers advised Messner and Habeler to use oxygen when climbing Everest. ....

d Messner and Habeler took the advice they were given. ....

e Messner and Habeler climbed Everest at the second attempt. ....

f At the top of high mountains the air does not have much oxygen in it. ....

3 What do you think motivates people who want to break records? Is record-breaking a good thing? What are the disadvantages of trying to break records?

....

....

Grammar and Vocabulary

1 Choose the correct verb to complete these sentences.

a Before 1953, people *(had tried / had been trying)* to reach the summit of Everest for many years.
b Before Messner and Habeler, no one *(had attempted / had been attempting)* to climb Everest without oxygen.
c Messner and Habeler ignored the warnings that other climbers *(had given / had been giving)* them.
d In May 1978, Messner and Habeler *(had already made / had already been making)* two unsuccessful attempts to reach the summit.
e Just before they reached the summit, they *(had fallen down / had been falling down)* every few metres.
f Three years earlier they *(had successfully climbed / had successfully been climbing)* Gasherbrum without oxygen.

2 Complete these conversations using the correct form of the verbs in brackets. Choose the best tense and decide whether to use the active or the passive. Pay attention to the punctuation.

a A How is your car after the accident?
B Well, it still goes all right, but it's badly scratched – it (have to / repaint).

....

A What about the other car?
B Unfortunately, it was so badly damaged it (could / not repair).

....

b A (you / fill in) the application form for that job yet?

....

B Yes, I did it yesterday.
A Don't forget, it (have to / post) before next Tuesday.

....

c A Why do these photos look so terrible?
B Because you (take) them facing the sun. Photos (should / always take) with the sun behind you.

....

d A Were you expecting a letter?
B Yes, but it (could / send) to the wrong address.

....

3 Rewrite the following as single sentences, using a verb in the *-ing* form. Pay particular attention to punctuation.

a Muhanad trained hard for the competition. He ran 3,000 metres every evening for six months.

....

b He was careful about his diet, and ate only healthy food.

....

c As a result he became slimmer and fitter. He lost 10 kg while he was training.

....

d He managed to get plenty of rest. He slept for eight hours every night.

....

e On the day of the race he felt very confident and got up at six o'clock in the morning.

....

f Fortunately, he was second in the race. He came in a fifth of a second behind the winner.

....

4 Complete these sentences with words formed from the words in brackets.

a My brother is a very .... basketball player (talent). His greatest strength is his .... to change direction quickly (able).

b Only certain kinds of people have .... brains (mathematics).

c The earthquake caused terrible .... across the country (destroy).

d Water sports are increasing in .... every year (popular).

e Many important .... events have taken place here in the last 500 years (history).

f She's very .... at drawing and painting (skill).

5 Complete sentences **a–f** with the correct form of one of the words from this list.

afraid alike alive come down come over consume

a No two people are completely .... Everyone is an individual.

b We haven't seen you for ages. You must .... and see us at the weekend.

c There's no need to be .... of flying. Air travel is the safest form of transport.

d In the wild, animals .... only as much food as they need.

e Mobile phones .... in price very quickly. They are half the price they were three years ago.

f That was a terrible accident. The driver's lucky to be ....

Writing

1 Write an essay in answer to the question below. Write 120-150 words.
What do you think about people who risk their lives climbing mountains?
Follow this paragraph plan.

1 Introduce the topic of mountaineering.
2 Give some different opinions about mountaineering: the ideas of mountaineers themselves and of non-mountaineers.
3 Describe your own theory as to why people risk their lives climbing mountains.
4 End by giving your own opinions on the subject.

....
....
....
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....

Learning log

1. **Look at the outcomes on page 81 of the Students' Book.**
How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
solving logical problems?	☐	☐	☐	☐	☐	☐
talking about past and present actions and experiences?	☐	☐	☐	☐	☐	☐
listening for specific information?	☐	☐	☐	☐	☐	☐
making difficult choices?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing a report about technological changes?	☐	☐	☐	☐	☐	☐

2. **Was the reading** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?...................................

3. **Was the listening** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?...................................

4. **Was the writing** in this module
easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
....

5. **Was the vocabulary** in this module
easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?......................
....

6. **Was the grammar** in this module
easy? ☐ difficult? ☐

7. Write your result from your Progress Test ....
What did you do well in?....................
....
What do you need to revise?.............
....

Self-assessment answer key

Module 1: page 5, exercise 2

a 3
b 6
c 5
d 1
e 2
f 4

Module 1: page 6, exercise 2

a A been doing
B I've passed / had or been having
b A learnt to play
B started / been playing
c A had
B come back

Module 1: page 10, exercise 4

a 5
b 6
c 7
d 3
e 1
f 4
g 2

Module 2: page 24, exercise 1

a climate
b low
c calm
d weather

Module 2: page 29, exercise 3

a on
b for / from
c in / on
d of

Module 2: page 35, exercise 1

a are often built
b are made
c are protected
d are damaged / are stolen

Module 3: page 43, exercise 2

a do without
b made up
c do up

Module 3: page 49, exercise 1

a In comparison with / Whereas
b instead of / but

Module 3: page 53, exercise 4

a trade
b preservation / traditional
c evidence / civilisations

Module 4: page 63, exercise 2

a had been revising
b had been making
c had broken
d had made
e had taken
f had been promising

Module 4: page 68, exercise 1

a was completed
b was designed / was being used
c were killed / was started
d had been seen
e was put out

Module 4: page 73, exercise 1

1 planning
2 expecting
3 thinking
4 leaving
5 waiting
6 feeling
7 apologising

Assessment tools

Put a tick (✔) in the right box Yes / No

Module 1: World issues Pages 4-5: Reading

Scoring criteria	Yes	No
I read the text as a whole first.		
I used the photo to help me understand the text.		
I used the key words and concepts to find answers in the passage.		
I used the context in the passage to match the words with their meanings.		
I read the text again carefully and answered True/False questions.		
I used the new vocabulary in another context.		

Rating scale
6 ***(Yes)*** excellent, correct, complete
5 ***(Yes)*** very good, correct, complete, lacks some details
4 ***(Yes)*** good, correct, partially complete
3 ***(Yes)*** fair, partially correct, partially complete, needs revision
2 ***(Yes)*** incomplete or incorrect; do it again!
1 ***(Yes)*** incomplete and incorrect; do it again!

Module 2: Natural world Pages 31-32: Writing

Scoring criteria	Yes	No
I read the letter and made sure I understood it.		
I analysed the text and answered the questions.		
I read the letter again carefully and made notes to identify information.		
I referred to the instructions while writing a draft of my letter.		
I checked the grammar and made changes where necessary.		
I checked the spelling and made changes where necessary.		
I checked the vocabulary and made changes where necessary.		
I checked the number of words and made changes where necessary.		
I wrote the final version of my letter.		

Rating scale
9 ***(Yes)*** excellent, correct, complete
7-8 ***(Yes)*** very good, correct, complete, lacks some details
6 ***(Yes)*** good, correct, partially complete
5 ***(Yes)*** fair, partially correct, partially complete, needs revision
3-4 ***(Yes)*** incomplete or incorrect; do it again!
1-2 ***(Yes)*** incomplete and incorrect; do it again!

Module 3: Lifestyles Pages 52-53: Reading

Scoring criteria	Yes	No
I read the text as a whole first.		
I used the photo to help me understand the text.		
I matched the words with their meanings using context clues.		
I used the key words and concepts to find the answers in the passage.		
I read the text again carefully and answered True / False questions.		
I used the new vocabulary in another context.		

Rating scale
6 ***(Yes)*** excellent, correct, complete
5 ***(Yes)*** very good, correct, complete, lacks some details
4 ***(Yes)*** good, correct, partially complete
3 ***(Yes)*** fair, partially correct, partially complete, needs revision
2 ***(Yes)*** incomplete or incorrect; do it again!
1 ***(Yes)*** incomplete and incorrect; do it again!

Module 4: Achievements Pages 74-75: Writing

Scoring criteria	Yes	No
I read the instructions through and looked for clues about their correct order.		
I used the clues to put the paragraphs in the correct order.		
I read the instructions again carefully and answered the questions.		
I understood the style of language needed for writing instructions.		
I used ‘instructing’ verbs when I wrote my set of instructions.		
I checked the grammar and made changes where necessary.		
I checked the spelling and made changes where necessary.		
I checked the vocabulary and made changes where necessary.		
I checked the number of words and made changes where necessary.		

Rating scale
9 ***(Yes)*** excellent, correct, complete
7-8 ***(Yes)*** very good, correct, complete, lacks some details
6 ***(Yes)*** good, correct, partially complete
5 ***(Yes)*** fair, partially correct, partially complete, needs revision
3-4 ***(Yes)*** incomplete or incorrect; do it again!
1-2 ***(Yes)*** incomplete and incorrect; do it again!

Grammar file



Unit 1 Linking the past with the present

Present perfect simple and continuous

We use verbs in the present perfect simple and continuous forms

1 to link actions or events which started in the past with the present:
__They have broken__ the law – they should be punished.
(The law was broken in the past – we are thinking about a future punishment now.)
__He's been studying__ law for three years.
(He started studying three years ago and is still studying now.)

2 with *for* or *since* to refer to periods of time:
__I've lived__ here for three years / since 2006.
__They've been studying__ at university for five years / since 2004.

Present perfect simple

We use the present perfect simple to talk about

1 the fact that something happened in the past:
__I've swum__ in the Dead Sea.

2 a past experience or achievement with a definite result in the present:
__I've broken__ my leg – which means I can't go skiing this year.
__I've passed__ my driving test, so I can borrow his car next week.

Present perfect continuous

We use the present perfect continuous

1 to talk about an activity which continues over a length of time:
__I've been reading__ a book about the history of law-making.

2 to stress the length of time an activity has taken:
__She's been training__ to be a doctor for six years.

3 to talk about an activity which may not be completed:
Nawal __has been writing__ her economics essay all morning.
(She probably hasn't finished writing it yet.)

4 to talk about an activity which is repeated over a period of time:
The police __have been interviewing__ people all week.
__We've been playing__ tennis this week.

Unit 2 Talking about past events

Past perfect

We use the past perfect to

1 clarify which of two past actions happened first:
Irish people emigrated because so many __had died__ of starvation.
(People died and as a result others emigrated.)

*By 1854, a quarter of the population of Ireland **had emigrated** to America.*
(They emigrated before 1854.)

2 talk about a situation, state, feeling or action in the past:
*Tareq felt nervous because he **had never flown** before.*
(Tareq was nervous at some point in the past. The reason he was nervous was that he had not flown before this point in time.)
*When I read the letter I couldn't stop smiling. **I'd passed** all my exams.*

3 provide background information about a past event:
Past event: *On January 11, Fiona Thornewill arrived at the South Pole.*
*She **had completed** the 1,100 km journey in 42 days.*
*She **had walked** an average of 26 kilometres a day.*
*By 10 a.m. on the last day the clouds **had disappeared** and the sun **had come out**.*

Note: The past perfect continuous is the subject of Unit 10 Grammar reference.

Unit 3 Talking about wishes

Wish + past simple

1 We use *wish* + past simple verbs to talk about regrets in the present, and impossible conditions:
***I wish I had** my glasses with me.* (I don't have my glasses with me.)
***I wish I were** ten years younger.* (This is an impossibility.)

2 We use *wish* + *could* to express regret about inability to change situations we don't like:
***I wish I could** go to your party.* (but I can't)
***I wish I could** read more quickly*. (I read slowly and would like to read more quickly.)

3 We use *wish* + *would* to express criticism or annoyance about a certain behaviour:
***I wish you wouldn't** do that.* (The speaker is telling someone to stop doing something.)
***I wish I would** get up earlier.* (The speaker is unhappy about his own behaviour.)

Unit 4 Explanations and results

We use the following words and phrases to introduce explanations:

1 ***in order to*** **+ infinitive:**
*Some people move to greener areas **in order to** survive.*

2 ***because*** **+ clause:**
*We need to produce more food **because** there are more people to feed.*
***Because** there are more people to feed, we need to produce more food.*

3 ***to*** **+ infinitive:**
*Trees are cut down **to** make more agricultural land.*

We use the following words and phrases to link actions with results (causes and effects):

1 ***so that*** **+ clause:**
*The soil is destroyed **so that** the land cannot be used for growing crops.*

2 ***to be the cause of*****:**
*The activities of human beings are often **the real cause of** desertification.*

3 ***with the result that*** **+ clause:**
*Farmers tend to overcultivate their land, **with the result that** the soil becomes unproductive.*

4 ***to lead to*:**
*Wildfires can **lead to** greater pressure on the Earth's most precious resource: water.*

Unit 5 Explaining possibilities

We use modal verbs *must*, *can't* and *might* to explain possible truths.

1 We use ***must* + infinitive** or ***must have* + past participle** to talk about things which we are almost sure are true:
***He must earn** quite a lot of money to be able to afford that car.*
***They must have come** from somewhere hot like Africa.*

2 We use ***can't* + infinitive** or ***can't have* + past participle** to talk about things which we are almost sure are not true:
***It can't be** easy designing and building bridges – they're complicated structures.*
***They can't have finished** their lunch already – they only started eating five minutes ago.*

3 We use ***might* + infinitive** or ***might have* + past participle** when we are unsure whether something is true or not:
***She might be** French – she has a strange accent.*
*He's not usually this late – he **might have got stuck** in heavy traffic.*

Unit 6 Talking about processes (1)

The passive (1)

We often use passive verbs to describe processes.

A Form

To form the passive, we use the verb ***to be*** in whatever tense we need, then add the **past participle**:
*Pandas **are protected** by their thick warm coats.*
*If pandas **are being threatened** by enemies, they climb up the nearest tree.*
(If the agent is mentioned, it is preceded by the word ***by***.)
If pandas are being threatened, they climb up the nearest tree.

B Use

1 The main reason for using passive verbs is to focus attention on the object rather than the subject of a sentence:
*Until the 1960s **pandas were hunted** for their skins*. (In this passive sentence we consider the pandas to be more important than the hunters.)
*Until the 1960s **people hunted pandas** for their skins.* (In this active sentence the attention is on the 'people who hunted'.)

2 We may also use passive rather than active verbs to make a sentence sound more formal or impersonal:
*Pandas **were** originally **found** in several parts of Asia.*

3 Passive sentences do not always say who did the action (the agent). We don't need to mention the agent if:

- we don't know who the agent is:

*My car **has been stolen***. (by an unknown thief.)

- it is obvious who the agent is:

*Anyone who is caught hunting **is severely punished***. (Judges and the law punish people who have done something wrong.)

- it is not important who the agent is:

*Panda sanctuaries **have been set up** in China*.

Note: The passive form of modal verbs is the subject of Unit 11 Grammar reference.

Unit 7 Reporting people's words (Reported speech)

Reporting statements

When we report what people say, we use a reporting verb and make changes to the speaker's actual words.

Actual words (direct speech): *'My parents spend every day of their lives together.'*

Reported speech: ***He said (that) his** parents **spent** every day of their lives together.*

These changes could include

1 the tense of the verb:

*'My parents **spend** …'*

*He said his parents **spent** …*

2 pronouns and possessive adjectives:

'I've lost my glasses.'

*He said **he'd** lost **his** glasses.*

3 time and place references:

*'I'll meet you **here tomorrow.**'*

*She said she'd meet him **there the following day***.

Reporting questions

There are two kinds of reported questions: *Wh-* questions and *Yes / No* questions.

A *Wh-* questions

Direct speech: '***Where** have you been?' / '**How long** are you going away for?'*

Reported speech: *She asked **where** I had been. / She asked **how long** we were going away for.*

Notice that the order of the subject and verb is not the same in reported questions.

B *Yes / No* questions

In *Yes / No* questions, we add **whether** or **if** in reported speech.

Direct speech: *'Have you already been on holiday?' / 'Are you hungry?'*

Reported speech: *She asked **whether** we'd already been on holiday. / He asked **if** I was hungry.*

Verbs for reported questions

We can use the following verbs in reported questions:

1 ask:	*He **asked** if she was feeling all right.*
2 wonder:	*I **wonder** where he's gone.*
3 want to know:	*She **wants to know** where you've been.*
4 enquire:	*They **enquired** where they should go for their interview.*

Unit 8 Comparing and contrasting

Comparing

*Farming is **less profitable than** it used to be.*
*The city is much **busier than** the countryside.*

Contrasting

There are several words and expressions we can use to contrast ideas:

1 ***Whereas*** (this joins two clauses):
*I prefer living in the town, **whereas** my brother prefers the country.*
***Whereas** some people enjoy the outdoor life, others spend all their time indoors.*

2 ***But*** (this joins two clauses):
*My brother prefers living in the country **but** I prefer the town.*

3 ***On the other hand*** (this can't be used to join clauses):
*Travelling by car is very cheap. **On the other hand**, flying is much quicker.*

4 ***Instead of***
***Instead of** flying, let's go by car.*
*Could I have tea **instead of** coffee, please?*

5 ***In comparison with***
***In comparison with** flying, driving is quite slow and dangerous.*

Unit 9 Having things done (Causative verbs)

A Form

the verb ***have*** **+ object + past participle**:
*He**'s had his hair cut**.*
*They**'ve had their flat redecorated.***

B Use

1 We use ***have something done*** (*for us*) to say that we arranged for something to be done instead of doing it ourselves:
*I **had** **a guitar made** for me by a very famous instrument maker.*
*He **is having his car repaired** next week.*

2 It is more personal and gives us more background information than just using a passive verb:
*His house **was built** by a local builder.* (Passive)
*He **had** his house **built** by a local builder.* (Causative)

Unit 10 Giving background information on past events

Past perfect continuous

Like the past perfect simple, the past perfect continuous can be used to

- clarify which of two actions happened first
- talk about a situation / state / feeling or action in the past
- provide background information about a past event

The past perfect continuous is often used in preference to the past perfect simple to talk about

1 actions which were continuous:
*For much of her walk Fiona **had been fighting** strong winds and rough ice.*

2 actions which were repeated:
*Fiona **had been having** sleepless nights and **feeling** very nervous.*

Unit 11 Talking about processes (2)

The passive (2) with modal verbs

The passive of most modal verbs is formed like this:

modal verb + be / have been + past participle

1 ***Can / could***
   *Goods **can be transported** hundreds of kilometres inside China.*
   *People were moved from their homes so that work on the dam **could be started**.*
2 ***Have to be / must:***
   *Before they could start building the dam, people **had to be moved** from their homes.*
   *Many homes **have had to be destroyed**.*
   *The people who were moved **must be given** compensation.*
3 ***Should:***
   *People living along the river **should not have been forced** out of their homes.*
4 ***May / might:***
   *Some of the historical sites **might have been saved**.*
   *Whole buildings **may have been moved** to other places.*

Unit 12 Adding information (relative and –*ing* clauses)

Instead of using several short sentences, we can add extra information to existing sentences in these ways.

Relative clauses

She could beat adults in memory games which involved numbers.
He is now a PhD student in India where he is doing high level research.

Verbs ending in *-ing*

*She could beat adults in memory games **involving** numbers.*
*He is now a PhD student in India **doing** high-level research.*
*She won her first gold medal at the age of 13, **becoming** the youngest Olympic champion ever.*
*In his first match he scored three goals, **beating** the previous record.*

English for Starters

English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level 12 aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

- **A Students' Book,** which includes attractive and lively material to encourage students' interest in the language through a range of listening, reading, speaking and writing activities.
- **An Activity Book,** which provides a range of stimulating reading and writing activities.
- **A Teacher's Book,** which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **A Cassette,** which contains all of the listening activities for the course.





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